

# The Modern Language Journal

Volume XXV

OCTOBER, 1941

Number 9

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(An index for the periodical year is published annually. Beginning with its inception in 1929, *Educational Index* covers the subject-matter of the MODERN LANGUAGE JOURNAL.)

Published by

The National Federation of Modern Language Teachers

# The Modern Language Journal

STAFF, 1940-41

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NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

## *Radio Used as an Educational Tool in the Philippine Islands*

CARROLL ATKINSON

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(Author's summary.—The Philippine Islands beginning about 1929 have made increasingly effective use of radio to educate and to make citizenship-conscious the numerous tribal groups of the islands. It has been especially useful in developing a common language.)

THE political status of the Philippines at present is unique. This territory, that has been held by the United States since the Spanish-American War, is now in the process of assuming independence, and will soon cut off all official connection with the United States unless the present Far East military events prevent or postpone indefinitely such a plan.

In 1929 the vice-governor of the Philippines told of the possibilities of using radio as an educational tool on the Islands, and he stressed the special need for its use in language instruction. English, it was stated, was being taught in all the schools in the Philippines, but the teachers were removed about four generations from the American language.

Such an undesirable situation came about in this manner. Originally, American teachers taught the Philippine teachers to speak English. Some of these Philippine teachers became trainers of teachers in the normal schools, and they taught English to their students. Some of these students in turn became teachers in normal schools, and they taught a new group of teachers who in turn are teaching the present corps of prospective teachers. Realizing the situation of the poor quality of English at that time, the governor planned to present correct English speech by means of radio.

An educational program was proposed by the editor of the *Philippine Magazine* in 1932 to include market broadcasts as a service to radio owners in the provinces. This plan included daily brief summaries of the most important news of the day; one or two short lectures prepared, sometimes in series, by the extension department of the university, or by such government bureaus as those of education, health, agriculture, forestry, and science; and an hour or more of good music.

A report in 1934 showed a unique development in the educational use of radio. Broadcasting in the Philippines at that time was partly supported by tax funds. Government subsidy, which was taken from the revenues derived from radio registration fees, then was given to one broadcasting station, KXRM, as it was the only one covering the entire Philippines. This subsidy was given for the broadcasting of a minimum of six hours daily of government news, information, education, and anything of interest or of entertainment to the people. The amount of this subsidy was determined by deducting from operating expenses all incomes derived from sponsored

commercial programs. This subsidy, however, was stopped in 1939.

At the time reported (1934), in hundreds of scattered towns throughout the Islands, the inhabitants had the community receiving set located in the typical little town square. The mayor had charge of it. Then, as now, the radio has been of unusual importance. Programs are broadcast in English, Spanish, and in several Philippine languages. Nightly there go on the air extensive news reports. The important fact is that in many of the 7,083 scattered islands—some of which are separated from their neighbors by vast water distances—business is transacted on these new reports which are broadcast by a station many miles away in Manila.

In 1941 there were four Philippine broadcasting stations in operation, namely, KZRM which covers the entire Philippines and the entire Far East, KZRF, KZIB, and KZRH. These three lower-powered stations cover roughly two-thirds of the Philippines. All the stations are financed by the owners largely from incomes from sponsored programs.

Part of the revenues is used for the purchase of radio sets for distribution among municipalities and deserving government institutions at a small portion of the cost, and sometimes free of charge. The idea behind this is to enable as many towns and villages as possible to obtain the benefits of radio broadcasting services. The eventual goal is to place receiving sets in every village in the Philippines.

The government recently has undertaken a campaign to acquaint the people, particularly those in remote places, with its activities. As Luther B. Bewley, former Director of Education, states, "to bring the government closer to the people and the people closer to the government." Up to 1938, this was undertaken under the supervision and direction of the then newly created National Information Board, and one of the methods used was dissemination through broadcasting over KZRM. The National Information Board also broadcast twice a week special programs dramatizing or discussing current events not only in English and Spanish but also in the more important native languages.

Commonwealth Act No. 453 abolished this National Information Board. Now (1941) news and information are broadcast mornings and evenings in Tagalog, English, and Spanish. Educational programs also are conducted by the University of the Philippines. Radio is playing a very important part in the promotion of local industries. Weekly programs are broadcast to acquaint the people with the different local products, their prices and usefulness.

More programs are being broadcast now by sponsors and by the stations as sustaining features in the Tagalog language than formerly was the case. This is in line with the recent executive order of the president of the Philippines in adopting the Tagalog language as the basis of the national language of the Philippines.



## *A Plan for Making Foreign Language Students Error-Conscious*

G. B. ROBERTS

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(*Author's summary.*—A daily, written, ten-minute test, each word of which is weighted, has been found effective in creating in foreign language students the habit of seeking out and correcting their errors.)

ONE of the most difficult problems in foreign language teaching is that of focusing the attention of the student upon his errors and creating the habit of checking and eliminating them. One must be careful not to discourage the student's first efforts in the use of the language and one must teach at the same time the right way from the beginning. No doubt it has been the experience of other teachers of Spanish as well as the writer's to observe that even his best students made an apparently unreasonable number of errors when they attempted to write free composition or answer unexpected questions in Spanish. The writer feels that there is a way to solve this problem and that he has begun to make some progress toward its solution. However, at the outset, let it be perfectly clear that the student under consideration here is the major or minor in Spanish or someone who really wants more than a mere reading knowledge.

First of all the simplest and easiest grammar text on the market is selected. The lessons are quite short. Students are advised to translate all the Spanish sentences into English and then to close their books and translate all their own English translation back into Spanish. Having done so, they find it a simple matter to check for errors and to avoid them when writing the section for translation from English into Spanish. The writer has had a number of students who were able to translate all the sentences in the book with extremely few errors. The difference between the performances of two students of approximately equal ability, one using the above method and the other not, is always quite marked. This is the first step.

The second step is the following: after fifteen lessons of the grammar text are covered, work is begun on an exceedingly easy and brief conversational reader, the first lesson of which covers little more than half a page. Each lesson has twelve questions in Spanish to be answered in Spanish. The students are told that they will be expected to answer orally or in writing any or all of these questions. They are urged to memorize the answers, write a summary from memory and make an oral summary in their preparation. They are also told that each day thereafter they will be given a ten-minute test consisting of several questions dictated in Spanish to be answered in Spanish, ten idioms taken from the lesson and one verb to be written in all the tenses covered up to that point. This test is so devised that each error in

spelling, grammar, word-order, etc., counts one point off. You may be sure that students check their papers very very carefully for errors before handing them in. Students do not dread or dislike these tests because they soon realize that every effort they make is rewarded immediately by better grades upon their tests. Nor does this plan preclude spontaneous answers to original questions. Rather it is a decided aid because the students have a background of information and correct usages from which to draw.

In the second semester a small conversation manual is used together with a book of short stories. The testing procedure remains much the same, continuing to underline the importance of *how* the thought is expressed in Spanish. With slight variations the plan is followed throughout the second year. Even students in third and fourth year classes now expect to have short written tests daily consisting of several questions in Spanish to be answered in Spanish and they know from experience that their standing upon the test depends quite as much upon *how* they write as upon *what* they write.

The writer's experience has been that students who have had such training begin speaking correctly much earlier, write far better compositions and in general surpass students he has trained by other methods. Contrary to what some teachers might expect, interest has been maintained at a high level, more extensive outside reading has been begun at an earlier period, and grades have been uniformly better. It goes without saying that performance on standardized tests has been much improved.

Of course some may object that the method sounds harsh, old-fashioned, perhaps even cruel, and that it is bound to be unpopular unless used with a small, selected group. Undoubtedly it could hardly be used in high school teaching or in college teaching where classes are large and students are of widely varying interests and abilities. However, in the institution with which the writer is connected, these difficulties have been largely overcome. Students may elect one of two kinds of language courses. One type is designed for those who are taking the language for "credit" or sincerely for a reading knowledge. The other type is designed for those who are majors or minors or who are genuinely interested in *learning* the language. This choice is voluntary, but even so they are given prognosis tests, if beginners, and placement tests if they have had language work elsewhere. Thus students are grouped according to interests and abilities and the work proceeds most satisfactorily.

It is the writer's firm conviction that the best method of imparting even a reading knowledge is still that one which stresses a thorough knowledge of fundamentals and presents the foreign language from a variety of approaches. This variety helps to maintain interest and enthusiasm without which half the battle is lost.

# *The English Grade Level Equivalents of High School French Reading Material*

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(Author's summary.—An attempt to grade objectively, in terms of thought content, some translated French passages from various texts, with the aid of English control passages of known grade. None of the material used ranked above the sixth year elementary school level. Revaluation of criteria for selecting reading material is implied.)

THE question of whether or not we are providing our high school pupils in the early years of their French course (or any other modern language course) with stimulating reading material has been raised again and again during the past two decades. It has apparently been discussed from "every" angle by teachers and textbook constructors with the result that there now seems to be current a general feeling of satisfaction with what has already been done and with what is being done. Yet there still remains a good deal to be accomplished, especially as far as the thought content of the reading matter selected is concerned.

This problem is one of vital importance, as it strikes at the very core of our language instruction. Adequately indicative of this fact are the criticisms directed towards our readers by such writers as Beardsley,<sup>1</sup> Struble,<sup>2</sup> White,<sup>3</sup> Roulston,<sup>4</sup> and, as far back as 1923, Jespersen.<sup>5</sup> Beardsley is very bitter in his criticisms maintaining that "we have always given innocuous and flaccid reading in the first two years of French, even in college." He goes on to charge that "our most active professional brains" are too greatly absorbed in the matter of compiling frequency lists and of determining just how many words students shall know at the end of the first or second year of study. Furthermore, he cleverly refutes the idea that without a difficult vocabulary real ideas cannot be expressed. Struble tacitly admits that "Efforts to supply simple reading matter often result in providing material below the student's level of maturity." White brings out the fact that "with but few exceptions such texts (beginners' texts) come from the pens of college and university professors many of whom have no daily contacts with the adolescent groups." Roulston writes in much the same vein as Beards-

<sup>1</sup> W. A. Beardsley, "Reading for Ideas," *Modern Language Journal*, XXI, 3-5, October, 1936.

<sup>2</sup> M. M. Struble, "Construction of French Reading Material for Second Year High School," *Journal of Educational Research*, XXX, 421-436, February, 1937.

<sup>3</sup> E. M. White, "Selection of High School Texts in the Modern Languages," *Modern Language Journal*, XIX, 481-488, April, 1935.

<sup>4</sup> R. B. Roulston, "Texts and their Critics," *Modern Language Journal*, XVII, 481-490, April, 1933.

<sup>5</sup> Jespersen, Otto, *How to Teach a Foreign Language*, 1923.

ley, while Jespersen is very strong in his conviction that "light reading material of a simple character should certainly be interspersed, to a much greater degree than hitherto, with material which can only be understood by serious thinking on the part of the reader."

Of course, much can be said for and against any of the above statements. However, attention is called to the following research results:

A list of widely used readers was obtained from which five readers, generally considered "good" by competent individuals, were chosen. They are:

1. *Colette et ses Frères*—Spink and Millis
2. *Contes Dramatiques*—Hills and Dondo
3. *Aventures de la Famille Gautier*—Spink and Millis
4. *Historiettes*—Jean Leeman
5. *Sans Famille*—H. Malot (François and Greenberg)

These books, it will be noted, represent texts used in each of the terms of the two-year course.

As no objective device, it seems, has yet been invented to determine the difficulty of reading material in terms of thought content alone, the following scheme was adopted: Passages were selected from the French texts and translated into the best possible English. At the same time, another set of passages were culled from elementary school readers used in the various grades from one to eight. All of these passages were then incorporated into a single questionnaire which was presented to a number of teachers of English in the Elementary, Junior High and High schools of the city. These teachers were then asked to grade all of the passages in terms of thought content, the instructions plainly stating that the vocabulary used in the passages was not to influence the allotment of grades. It was decided that, by determining just how accurately the teachers graded the known passages, the accuracy of their judgments of the translated French passages could equally be determined.

The questionnaire, of necessity, had to be short, and thus only a small number of passages—twenty to be exact—were included in it. Three passages were selected from *Colette et ses Frères*, two from *Contes Dramatiques*, two from *Aventures de la Famille Gautier*, three from *Historiettes*, and two from *Sans Famille*. The passages were chosen at random and all center about the middle of the book in order that they might be as typical of the readers as possible. Only one passage from each of the eight elementary school readers was chosen, again at random and near the center of the book, although, the material being more or less standardized, this problem was by no means as important as in the former case. It is important to know, however, that the readers chosen are books often used in either half of the year for which they have been designed.

A total of forty-two responses was obtained to this questionnaire. Twenty-eight came from elementary school English teachers, ten from J.H.S.

teachers, and four from H.S. teachers. Many more estimates from this latter group could have been obtained but, as the complaint was made that H.S. teachers could not be expected to grade material below the H.S. level without a good deal of inaccuracy, further estimates were not sought. The importance of this criticism was too great to be neglected, if the results were to be of any value.

All data were duly tabulated for each group of estimates. The number of estimates for each grade was recorded, and the Average or Mean estimated grade for each passage was calculated. In addition, the Standard Deviation for each passage was also computed, but only for the elementary school teacher estimates, the results of the other two groups being easily interpreted by inspection. Furthermore, the CORRECTED estimated grade equivalent for each passage was obtained by the use of a numerical CORRECTION FACTOR, the purpose of which was to indicate the degree of error of the teacher judgments in estimating all of the control or known passages. This CORRECTION FACTOR was secured by adding the differences between the estimated averages for each control passage and the known grades of each control passage, and dividing this total by the number (8) of control passages graded. This number was then subtracted from the estimated averages obtained for the translated French passages to give the "true" grade level of these passages.

The following are the most significant of the results obtained:

1. In all cases, the corrected grade estimates were very low, none of the passages translated from the French ranking above the sixth grade.
2. The elementary and high school teacher estimates of the control passages were quite accurate, indicating that some faith may be attached to their judgments on the translated French passages.
3. The estimated averages for the J.H.S. teacher group were higher than those of the other two groups, but the degree of error as shown by the CORRECTION FACTOR was also greater.
4. The S.D. in the case of the elementary school group was found to be very small for all passages, signifying that, on the whole, there was a good deal of agreement among all teachers.
5. The S.D. results were interpreted in tabular form, the limits within which the majority of teacher estimates lay being indicated. The lower limits of the estimated grades harmonize completely with the corrected grade estimates. The upper limits do, however, approach the H.S. level, but, it will be remembered, these are all uncorrected grade estimates.
6. The range of estimated grades was rather broad, going, in one case, from one to eight. This is, of course, proof of the subjectivity of the responses. However, this was more than balanced by the objective treatment of results.

These findings, if valid, are food for thought! They would seem to imply

that there is great need for revision in the manner in which reading material is selected for French texts. They imply that the material used in this study, being, as it is, on such a ridiculously low psychological plane, definitely does not coincide with the reading interests of adolescent boys and girls, ranging in age from 12-15 or 16. Finally, there is the further implication that the situation is even worse, when one considers the many "poor" texts which are being used in the schools.

True, the limitations of this report are many and—some would undoubtedly maintain—of such a nature as to invalidate the results. However, the soundness of the fundamental idea cannot be disputed.

No attempt will be made, at the present time, to supply concrete suggestions as to just how to improve the thought content or psychological value of our French readers. Since this important aspect apparently has not received the consideration it deserves heretofore, it is essential, in all fairness to our pupils, that we first establish this matter as a veritable problem in every sense of the word.

1. L. Funck, "What can beginners read?" *Modern Language Journal*, XIX, 93-98, November, 1934.

2. H. C. Olinger, "What now in reading?" *Education*, LV, 40-46, September, 1934.



# *Annotated Bibliography of Modern Language Methodology—from January, 1940 Through June, 1941. Part I*

JAMES B. THARP, Assistant Managing Editor  
(Methodology and Bibliography)

THE annotations have been prepared with the help of Dr. Harry J. Russell, Miami University (who briefed *Hispania*), and Dr. Frederick J. Kramer, Ohio State University (who briefed *German Quarterly* and *Monatshefte*). Acknowledgements are due also to Miss Estelle Jones, who briefed certain articles of the *French Review*, and to Prof. Robert H. Fife, Columbia University, for the loan of certain abstracts of 1940 materials being prepared for the next volume of *Analytical Bibliography*. The majority of the entries have been briefed by the editor of the department, who accepts responsibility for errors that may have persisted, but who has allowed the opinions of the reviewers to stand as expressed.

For years this bibliography has appeared in the May issue and has covered the preceding calendar year. When the volume year of the *Modern Language Journal* was changed from the school year to the calendar year and the present volume extended to end with the December issue, it seemed wise to take advantage of this lengthened volume to change the bibliographical year as well. Hereafter, therefore, the bibliography will cover the school year ending in June and will be published in the Autumn following.

Space would not permit an author's index as was given last year; instead a *Topical Index* of twenty categories is listed below. Many articles and books could not really be classified under a single heading, but only a few items are given double listing (as, for example, the "aural orientation" articles of Kaulfers and Lembi, which are listed as potential "general language" materials as well as "vocabulary" or "aural-oral training"). Under "bibliography and surveys" are listed historical sketches or questionnaire studies of trends, enrollments, course offerings, etc.; when in doubt, many items were termed "curriculum planning" that could have been more specifically listed in a larger list of classifications. It is hoped that the groupings given will be helpful as far as they go.

It may be interesting to note the source of the articles in six of the foreign language periodicals, tallied according to the author's teaching position. It may be noted that college teachers wrote two-thirds of the articles briefed. There are 48 items of theses, books and pamphlets, and articles from 9 foreign periodicals (the war has limited this area), from 9 American foreign language periodicals and from 46 other periodicals, mostly educational.

	Total	College	Sec. School	Educationist	Other
Modern Language Journal	125	77	30	4	14
French Review	30	20	8	2	0
Hispania	28	21	6	0	1
German Quarterly	16	13	2	1	0
Monatshefte	11	11	0	0	0
Modern Language Forum	11	5	4	2	0
TOTALS	221	147	50	9	15

### Occasional Abbreviations

A.A.T.F. (G. or S.) = American Association of Teachers of French (German or Spanish); A.C.E. = American Council on Education; C.E.E.B. = College Entrance Examination Board; M.L.A. = Modern Language Association; O.E. = Office of Education; T.C. = Teachers College.

A few items obtained from bibliographies were not available for examination; these are starred (\*). The numbers indicate items, not pages.

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18. TEACHER QUALIFICATIONS, CERTIFICATION; GRADUATE WORK—22, 23, 24, 52, 57, 74, 82, 84, 111, 143, 197, 221, 232, 235, 249, 251, 254, 263, 276, 286, 290, 291, 297, 304, 312, 347, 352, 355, 361, 370, 377, 378
19. TESTING; APPRAISALS—37, 41, 42, 48, 80, 124, 144, 206, 236, 245, 252, 257, 271, 296, 302, 304, 331, 353, 356, 377
20. VOCABULARY; LANGUAGE—95, 113, 154, 168, 172, 184, 194, 208, 223, 224, 225, 237, 256, 266, 279, 299, 306, 307, 308, 321, 322, 328, 346, 357, 359, 362, 374

(Note: Only 158 of the items are published in this issue, the rest will follow in November.)

## PART I. EDUCATIONAL PERIODICALS—American

## AMERICAN SCHOOL BOARD JOURNAL

1. Doyle, Henry G.: "Americans, Awake to Language Needs." cii: 19-21 (Mar., 41). Complete text of article reported in Jan. 19th, 1941 *New York Times* (No. 54). Speaking here to school administrators, the author urges: "a changed attitude toward foreign language study in U. S."; "a logical (6-year) program adequate to do a decent job"; "cooperation of all concerned."

## BALTIMORE BULLETIN OF EDUCATION

2. Calvert, E. W., James, H. R. and Zouck, A. M.: "Enrichment in the Modern Foreign Languages," xviii: 54-56 (Sept.-Oct., 40). Special issue for "Education for Pupils of Superior Ability." Outline of work to be done by superior pupils beyond the regular course of study; procedures and suggested materials for oral work, vocabulary building, reading projects, composition and cultural background.
3. Ortmann, A. A.: "Recent Trends in Modern Language Teaching," xvii: 107-109 (Mar.-Apr., 40). An address before Baltimore school heads to give a simple picture of current practices: the nature of graded readings, of new-type exercises, of procedures to develop aural training, of grammar for recognition followed by grammar for expression, of the stress on foreign cultures. "We urge a year's study of general language for all pupils in junior and senior high schools, to be followed by at least two years study of a foreign language for those who want it, and three years for the better students and the prospective college students."

BULLETIN OF THE NATIONAL ASSOCIATION OF  
SECONDARY-SCHOOL PRINCIPALS

4. Dodds, B. L.: "That All May Learn." xxiii: 1-235 (Nov., 1939). Written for the Implementation Committee, Will French, Chairman. A handbook for secondary-school principals and teachers who are trying to adjust their schools to the educational needs of all youth. Summarizes and interprets thought, research, and practice dealing with the problems of the educationally neglected youth in our schools today. Should be read by persons (especially teachers of the academic subjects) who are trying to understand the import of the pamphlet *What the High Schools Ought to Teach* (No. 350), product of another committee on which French and two others of his committee were members.

## BULLETIN OF THE PAN-AMERICAN UNION

5. Wachs, Wm.: "Teachers are Learning Spanish." lxxiv: 712-713 (Oct., 40). Description of an in-service course offered at the request of New York City teachers; 15 evening sessions in the spring of 1940, over 100 registrants. Original materials are being adapted for use by Spanish-American adults who wish to learn English.

## CALIFORNIA JOURNAL OF SECONDARY EDUCATION

6. Anderson, Edith S. and Kaulfers, W. V.: "Social Language for High School Seniors." xv: 46-47 (Jan., 40). An elective course in Balboa H. S., San Francisco, in the fall of 1938. The class studied law cases hinging on word interpretations; they studied sources of words and their meaning shifts, changes in spelling and in handwriting. Other units were mathematics as a language and the communication between the blind, the deaf and dumb, stammerers and other socially handicapped people.
7. Forkner, Georgia and Platt, Jeanne: "Cooperative Unit in Spanish and History." xvi: 106-109 (Feb., 41). Two teachers of Theo. Roosevelt H. S. of Des Moines, Iowa (one of the 30 schools of the P.E.A. 8-year experiment) got one-third of their pupils to enter a joint course for a 2nd semester. Units of work planned; description of activities, including out-of-class trips, a broadcast, an exhibit, a fiesta; relations with Mexican families in the Roadside Settlement of the city. The evaluation of the project.
8. Spearman, Ethel: "Effects of Nazism on German Education." xv: 43-45 (Jan., 40). The author was a member of a party visiting English and German schools to study the teaching of mathematics. She confines her remarks largely to the means by which the Nazis have remodeled the German secondary school system to suit their own ends.
9. Washburn, O. M.: "Predictive Value of High School Subjects." xv: 400-402 (Nov., 40). The writer redefines the place of mathematics and foreign languages in the schools.

Reasons for the desirability of these subjects are: (1) their use as tools in prospective callings; (2) their value as indicators of the student's ability to succeed in university studies. The superiority of the core subjects (mathematics, foreign languages, and some of the sciences) lies in their high cumulative quality. Recognizing that there is but little transfer of skills, the writer points out the importance of the transfer of habits.

## CAMEO\*

10. Lorraine (Ed.): "Inter-American Summer Schools for Foreign Students." II: No. 1: 10 (Spring, 41). Opportunities for study at National University of Mexico; University of San Marcos, Peru; School of the Inter-American University, Costa Rica. Special steamship rates.

## CATHOLIC EDUCATIONAL REVIEW

11. Sister Rosa: "Methods for the Improvement of Reading in College Foreign Language Classes." XXXIX: 96-98 (Feb., 41). The author is concerned with the transition from secondary school to college work and offers several key points for consideration.

## CATHOLIC SCHOOL JOURNAL

12. Raymond, Sister M.: "Language Living or Dead." XL: 276 (Oct., 40). A presentation of an original skit, "How Styles Are Made in Paris," to show what can be done to embody French expressions in an English playlet in the effort to make language a living thing for the student.

## CENTRALIGHT

13. Barnard, Anna M., Loughridge Rachel and LaMore, Ethel, Foreign Language Staff of Central State T. C., Mt. Pleasant, Mich.: "Foreign Language Number." x: No. 1 (Mar. 25, 40). Twenty-six contributions by teachers and former students among which: LaMore, Ethel: "General Language and its Use in the Mt. Pleasant H. S." (with bibliography); Bohn, Mary: "A Year in a French Lycée"; Stratton, Eudocia: "Languages in Library Work"; Hoffmeyer, Gertrude: "Let the Bulletin Board Help"; Loughridge, Rachel: "Reading Texts in Modern Foreign Languages" (an annotated list for German, Spanish and French).

## CLEARING HOUSE

14. Bell, J. W.: "Failure Prevention in Chicago High Schools." xv: 134-137 (Nov., 40). A discussion of the Chicago philosophy concerning failure and the problems faced by teachers to prevent non-promotion, on which the principals and the teachers are divided in their views. The failures are highest in physical education and in foreign languages, but while the number failed by each teacher in the former subject is about the same, there is a great discrepancy between teachers in the number failed in foreign languages. "The teachers of foreign languages have many questions to address each other. If their teaching loads, theories, views and attitudes toward attendance and acceptable achievements for promotion are comparable, then how explain the fact that one teacher fails only two of her 160 pupils whereas another fails sixteen?" Five remedial steps are proposed to decrease failures.
15. Butterfield, E. W.: "What Hope for Foreign Language?" XIV: 515-517 (May, 40). "I have taught Latin; I still read it with moderate success; but my chief satisfaction is an internal feeling of superiority." Now that high-school Latin is no longer college-preparatory, reorganize the content. Drop fallacious claims: that Latin vocabulary helps to understand new English words; that some men are great because they took Latin. Cites six points to make Latin of immediate use. Make modern languages come closer to home and family life of pupils who need French as a reading subject—usually completed at the end of French II. "Let there be more culture; less bunk!"

## COLLEGE &amp; RESEARCH LIBRARIES

- \*16. Shane, M. L.: "Audio-Visual Aids and the Library." I: 143-147 (Mar., 40). A description of the library-centered audio-visual aid program in the Peabody Demonstration School, Nashville, Tenn.

\*NOTE: This quarterly with the sub-title *The Magazine in Simple English for Latin-Americans* is designed for people who read English as a second language. Articles are marked: \*Beginners; \*\*Students; \*\*\*Those Who Know English Well. The publisher is Lorraine, Mullins, S. Car.

## CURRICULUM JOURNAL

17. De Boer, J. J.: "Subject Teachers Plan a Unified Curriculum." xi: 271-273 (Oct., 40). A report of the activities of the National Commission on Cooperative Curriculum Planning (on which all the foreign language teacher societies are represented), formed in 1934 for the purpose of attaining an "integrated curriculum" and breaking away from a subject-centered curriculum.
18. *News Notes*: "Correspondence Between American and Foreign Children." xi: 340-341 (Dec., 40). About five million letters have been exchanged in the last ten years, mostly in English, since English is being taught in the schools throughout the world, but recently with interest and enthusiasm with South America. For information address: The International Friendship League, Inc., 41 Mt. Vernon St., Boston.
19. Sanchez, George I.: "Latin America and the Curriculum." xi: 303-305 (Nov., 40). Present circumstances suggest a much wider place for Latin American culture in American school work, not new courses, but an infiltration into all areas. Teachers of Spanish and Portuguese have a new responsibility as demand for their contribution increases.

## THE EDUCATIONAL LEADER

20. McAllister, Evelyn V.: "Fist Puppets: A Teaching Device." iv: 17-20 (Nov., 40). When children can use their fists as dolls to be dressed and can retell well-known tales—even a Walt Disney movie—in various foreign languages, there is a breakdown of inhibition toward creative effort.

## EDUCATIONAL METHOD

21. Arndt, C. O. and Shein, Ben: "Cultural Pluralism and the School." xx: 196-199 (Jan., 41). "The hope of pluralism is, ultimately, fusion of the various patterns, with a native, emergent culture, thus developing a milieu which will include the best of a great many cultural streams. The immediate goal, however, is to become cognizant of the potential values which other ways of life within our borders hold for our own, and to utilize these in the creation of a finer culture than that which obtains at present."

## EDUCATIONAL RESEARCH BULLETIN

22. Anderson, E. W., Ewan, Mary A. and Kellstadt, Marie: "Teaching Opportunities for 1939." xix: 231-234 (Apr. 10, 40). In 1939, of 522 graduates of Ohio State University prepared to teach, 73% obtained positions by Dec. 31, 1939, representing the same placement as for 1938. Of 20 desiring positions in French, only 9 students (45%) were placed, and of these, only two obtained positions involving the teaching of any French. Only 2 majored in Spanish and only one obtained a position. (*Editor's note*: there are already numerous calls for Spanish teachers this year; it's an ill wind that blows nobody good!)
23. Anderson, E. W. and Eliassen, R. H.: "Investigations of Teacher Supply and Demand Reported in 1939." xix: 374-378 (Sept. 25, 40). An annual national summary by these authors of all reports (a bibliography of 32 items); a general decrease in percentage of placement. "With few exceptions, commercial subjects, home economics, industrial arts, music, physical education and fine arts continue to offer best opportunities of employment in teaching. . . . English, social studies and modern languages usually are most overcrowded." One writer urges registrants to prepare themselves to meet teaching requirements in at least three fields.
24. Anderson, E. W. and Richey, R. W.: "The Master's Degree for Public-School Teachers." xix: 48-52 (Jan. 17, 40). Evidence is increasing that a fifth year of preparation will soon be generally required for secondary-school teaching. A questionnaire sent to 194 educators (90 high-school principals, 42 school superintendents and 62 classroom teachers) asked for opinions on the nature of that fifth year. There is a wide range shown in the tabulation of replies: from 0 to 80% that the study should be all academic; the same that it be all education; about the same that it be all "cultural background." The median (not average) percentages of preference were: (a) administrators: academic, 40%; education 30%; cultural, 30%; (b) classroom teachers: education, 35%; academic, 30%; cultural, 25%. There is general agreement (93%) that the work should include some courses in each of the three areas.
25. Bureau of Educational Research, Ohio State University: "The Regents' Inquiry and The Cooperative Study of the Secondary School Standards." xix: 149-186 (Mar. 13, 40). This issue is given to digests of two current investigations of tremendous import to



teachers, including those in foreign languages. The eleven volumes of the "Inquiry into the Character and Cost of Public Education in the State of New York" are here reviewed separately.

- Since 1933 the General Education Board has spent thousands in developing a new system of accreditation for high schools, and with this instrument modern language teachers are being and will continue to be "evaluated." Whether or not your school is in line for the ordeal, you (f.l. teacher) should secure and study the 1940 editions of *Evaluative Criteria* and *How to Evaluate a Secondary School*, obtained from the Cooperative Study of Secondary Schools, 744 Jackson Place, Washington. This review gives the gist of the procedure. (See also *Educational Record*, xxi: 506-537 (Oct., 40), "Comprehensive Qualitative Accrediting," by E. V. Hollis, the new associate for college teacher education of the Com. on Teacher Education of the A.C.E., on the same topic. Since f.l. teachers are going to be evaluated, f.l. educators should learn how to be evaluators.)
26. Coutant, Victor; Johnson, Irwin; and LaBrant, Lou: "Some Preliminary Considerations." xx: 1-5 (Jan. 15, 41). The basis for the "General Language" course—principles, course aims and curricular placement—preliminary to next article.
  27. ———: "General Language, a Study by Ninth-Grade Pupils." xx: 6-21 (Jan. 15, 41). A description in some detail of course activities: origins of words, morphological and semantic changes; word borrowings and infiltrations; word-building, bases with prefixes and suffixes; language evolution from analytic to synthetic. Typical questions for unit study: international languages: original Aryan, Greek, Latin, French, English (the place of *Basic English*); slang and dialects. After several years of experimentation with the course, "... values have been realized which, in the opinion of the language arts staff, warrant the inclusion in the curriculum of activities such as those described in this article." (Bibliography)
  28. Tharp, James B.: "The General Language Course and Its Administration." xx: 22-28 (Jan. 15, 41). Discussion of the *who, what, when* and *why* of foreign language study at artist and amateur stages of performance. Is there a *what* and *how* at the "appreciation" stage of non-performance? The General Language Course offers the possible curriculum placement. Some administrative considerations and a plan for small village schools: general language in the 9th grade stage of "general education" plus alternating 3-year courses in Latin and French (or any other necessary alternation).

#### EDUCATIONAL SCREEN

29. de Bernardis, Amo: "Audio-Visual Aids and National Defense." xix: 55-57 (Feb., 41). The Portland (Oregon) Supervisor of Visual Education describes the set-up to spread Spanish in elementary and secondary schools and in private homes. *Practical Spanish*, an album of six double-faced phonograph records (12 lessons) plus a 65-page manual, the whole at \$2.50, is the first of a projected series. The Visual Education department has also rich offerings of pictures, films and exhibits.
30. Palomo, José R.: "The Sound Film: a Challenge to Language Teachers." xix: 106-(126) (Mar., 41). The travelogue and entertainment films are too long and too difficult for class use. Special stories are needed, interesting in content, vivid but natural dialogue, controlled in vocabulary, pronounced slowly but naturally, not over 10 minutes long. These must not be "extras," but classroom materials. (*Ed. note:* The Garrison Films, New York City, announced five one-reel Spanish-language teaching films for April release.)

#### EDUCATIONAL TRENDS

31. Arndt, C. O.: "Building for Cultural Democracy." ix: 13-15 (Mar.-Apr., 41). Backgrounds of American folkways are European; European customs set off the American ways. Democracy stems from the cultures of the component peoples; American culture can well build on the good parts of older cultures.
32. deBoer, John J.: "Toward a Unified Program in the Secondary School." ix: 16-17 (Mar.-Apr., 41). "Essentially the American high school curriculum still consists of an aggregation of independent subjects, most of them dominated by logical or chronological patterns. . . . Teachers who know their subjects better than they know their pupils successfully resist all efforts to introduce a type of curricular organization built upon the demands of modern living."

The chairman of the National Commission on Cooperative Curriculum Planning describes its organization and plan of operation; the nature of the reports (the chapter for modern foreign languages has been written). Seven guiding principles toward unification of educational purposes and efforts.



## ELEMENTARY SCHOOL JOURNAL

33. Tireman, L. S. and Woods, Velma E.: "Aural and Visual Comprehension of English by Spanish-Speaking Children." *XL*: 204-211 (Nov., 39). Comparison of aural and visual comprehension of English by Spanish-speaking children was attempted at Nambé School (New Mexico) by giving to 47 such children in grades V-VIII the Durrell-Sullivan Reading Capacity and Achievement Tests, consisting of an aural and a visual part. Statistically reliable differences indicate better visual than aural comprehension. The difference was largely due to superiority in visual vocabulary over aural vocabulary. Tests revealed negligible hearing loss. Children understood paragraphs heard better than single words. The explanation is advanced that these children suffered a handicap because outside the school they hear and speak little English. The school had failed to overcome this handicap and had even added to it by not furnishing a program in aural and spoken English to balance the environmental handicap.

## ENGLISH JOURNAL

34. Weigt, Alfred: "Languages in German Secondary Schools." *xxx*: 150-153 (Feb., 41). A correspondent from Leipzig describes the present state of foreign language study in Germany. The dozen or so school types are now merged into two; strict selection, rigid criteria; course reduced from 9 to 8 years, due to youth labor service of six months and military service of two years. In *Oberschule* English is the first foreign language, begun in first year; Latin in 4th year. In *Gymnasium* Latin in 1st year. Greek in 4th, English in 6th (designed for specialists in history, theology, etc.). Reasons for stress on English; use of I.P.A. symbols at beginning for pronunciation. "As soon as the new system is in full swing there is no doubt that it will work. . . . Pupils will not only be able to handle the language freely and fluently, they will have a thorough insight into the history and culture of the English. They will be able to learn from the English what there is to be learned, and to avoid what had better be avoided." (An ed. note advises reader to note the obvious facts and to read the political comments as such.)

## HIGH POINTS

35. Cabot, L.: "After the Regents—Whither Language Teaching?" *xxii*: 6: 33-37 (June, 40). The New York State Regents' Examination is on its way out; its shortcomings and the evils resultant from a forced uniform examination system. Freedom will come for desirable differentiation of programs between schools and pupil needs with the possibility for "more interesting and more effective work,—in fine, the type of teaching that should make language study more acceptable to curriculum makers, more profitable to our students and more gratifying to ourselves."
36. Geduldig, A.: "The Junior High School Student in the Senior High School." *xxiii*: 4: 22-26 (Apr., 40). An attempt to answer the question: "How does the student coming from the junior high school make out in senior school in comparison with the youth who has had his first year in senior school?" Data for 506 students in the third-term class of the Haaren Senior H.S. (N.Y.C.) indicate that whereas the junior high group had had a consistently high percentage of passes in their first year of language taken in the junior school, only 57% of these students passed Term III as compared to 92% of the students who had taken the first year of work in the senior school (Terms I and II; to permit articulation, the work of these two terms is spread over four semesters, in the junior school for normal pupils—8A, 8B, 9A, 9B; over three semesters for superior pupils—RB, RC, RD; pupils go from 9B or RD to Term III in the senior school). Findings are similar for other areas and lead the author to query the quality of junior high preparation; the criterion of "passing"—teachers' marks—given by teachers who have known some of the pupils for a year in their own classes, seems insufficient evidence for the conclusion. The study should be repeated under controlled conditions with objective measurements to remove possibility of personal prejudice. If these precautions were taken, the report does not state them.
37. Goller, M. S. and others: "Report of the Regents' Examination Committee." *xxii*: 4: 8-16 (Apr., 40). Analysis of more than 1000 replies to a questionnaire sent to N.Y.C. high school teachers; the large majority of the modern language teachers wanted abolition or change of the examinations; reasons for the opinions.
38. Orleans, J. S. and others: "The Gifted Pupil at George Washington H. S., a Survey and a Forecast." *xxii*: 1: 17-42 (Jan., 40). Summary of Spaulding's data in *High School and Life* on the superior student; bases of the segregation of French special classes; lack of uniformity of markings standards among teachers of special classes, an unfair discrimi-

- nation. The committee recommends: (1) segregate the better pupils in all departments; (2) differentiate teaching techniques for these pupils; (3) enrich and differentiate the course content; (4) study the grading problem of these pupils.
39. Stock, H.: "Objectives and Methods in the Teaching of High School French." xxii: 1: 48-72; 2: 44-58; 3: 49-60 (Jan.-Feb.-Mar., 40). Three aims which should justify French in the high school: reading, understanding language structure, appreciation and acquaintance with the foreign culture. Argument with example and analysis of procedure for the superiority of the reading approach; the implications of the plan for work to be done; the values of the program.
  40. Zack, Doris J.: "The Puppet Theater and the Foreign Language Club." xxii: 6: 52-53 (June 40). Valuable motivation comes when children make their own puppets, write the dialogs and present plays to their classmates. Even shy pupils are bold behind a screen. Much of this "club" work should move directly into the classroom.

## THE HIGH SCHOOL JOURNAL

41. Giduz, Hugo: "The 1939 French Placement Tests at the University of North Carolina." xxiii: 28-31 (Jan., 40). Results of administration of the *Cooperative French Test*, Advanced Form O, to 344 of the 369 Freshmen (25 late registrants took another test). Tables give data and show the placements. Author complains that there are still too many students who come to college after two years of high school French not fully prepared for advanced college work.
42. —: "The 1940 French Placement Tests at the University of North Carolina." xxiv: 184-188 (Apr., 41). The eleventh report, this year based on Advanced Form Q, *Cooperative French Test*. Tables give results achieved by state and out-of-state entrants and the consequent placements. Comments on improvement in pupils and in teachers.
43. Ogden, Johanna: "Individulized Foreign Language Lessons." XXIII: 284-285 (Oct., 40). The system of lesson assignments and tests used in Chicago for the past two years.

## JOURNAL OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

44. Hackman, Ray B. and Duel, Henry W.: "Do High School Students Who Study a Foreign Language Acquire Larger Vocabularies, Spell Their Words More Correctly and Use Better English than High School Students Who Study No Foreign Languages?" xvi: 155-162 (Jan., 41). (This 30-word title holds the all-time record for length!)  
Two psychologists studied 346 pupils in Westfield, Minn., High School. Significant gains (on the *Cooperative English Test*) were made in English Usage, Vocabulary and in Total Score; no gain in Spelling. There were significant differences between groups who studied English only or English plus a foreign language in mean gain in English Usage, but not in Vocabulary, Spelling or Total Score. "As regards gain in English Usage, the study of a foreign language appears to affect the amount of gain positively. Pupils who studied only English gained significantly less than those who studied a foreign language. The gain is greater in French and Spanish than for German and Latin. Foreign language study appears to have no bearing on gains in Vocabulary and Spelling." There was no gain in spelling achievement during the last two years in high school! (See No. 381).

## JOURNAL OF APPLIED PSYCHOLOGY

45. Traxler, A. E.: "The Correlation between Achievement Scores and School Marks in an Independent School for Boys." xxiv: 58-63 (Feb., 40). In a previous study (*Educational Records Bulletin* No. 19, Jan., 37) of scores on the Cooperative Achievement Tests and teachers' marks in eight independent schools for boys the author obtained a median correlation of .72 for 121 correlations. When intelligence was held constant, the author found a median partial correlation of .57 between the test scores and school marks (*School Review*, Dec., 37). Desiring to study possible influence of test scores on teachers' marks, he administered tests in the spring of 1939 in an unnamed school after marks had been assigned. The tests covered literary comprehension, French, German, Latin, mathematics and science. Results are tabulated and analyzed: the fairly high average of 27 correlations, .617, indicates considerable agreement between the Cooperative Test scores and grades given out by teachers in this school.

## JOURNAL OF EDUCATION

46. Doyle, Henry G.: "Foreign Languages as a Tool." cxxiv: 21 (Jan., 41). Henry Adams said he needed four "tools": Mathematics, French, German and Spanish. Some thoughts

on how the foreign language tool functions and the validity of its need in American education.

## JOURNAL OF EDUCATION (BOSTON)

47. Rust, Dorothy: "I Can Read it but not Talk it." CXXI: 273-274 (Nov., 40). A defense of oral training in foreign language classes is accompanied by suggestions for motivating oral practice.

## JOURNAL OF EXPERIMENTAL EDUCATION

48. Flanagan, John C.: "An Analysis of the Results from the First Annual Edition of the National Teacher Examinations." IX: 237-250 (Mar., 41). A more complete report than by Ryans (No. 82). Tables of the scores of candidates in terms of both raw and scaled scores. The comparative showing of certain institutions in the combined scores of their graduates is graphed. Sample profiles of achievements of two candidates are given with the percents of the candidates who chose each of the multiple responses.

## JOURNAL OF HIGHER EDUCATION

49. McKenzie, E. D.: "A New Second-Year Course." XI: 199-203 (Apr., 40). Individualized reading for specific interests and careful guidance; increased interest in the language and in reading skill; rather wide range of topical materials but dire need of much reading of graded nature.

## THE MIDDLEBURY COLLEGE NEWS LETTER

50. Freeman, Stephen A.: "Language and the War." xv. No. 3: 12-13 (Feb., 41). The Crofts poll of 101 colleges shows French down 15% from last year, German down only 3% but Spanish up 21% (up 34% over 1937). "The upsweep of Spanish seems healthy and solid. Forces of war and attendant fluctuations of educational trends are pushing the various foreign languages shoulder to shoulder. Popular interest in the study of any language is ultimately for the good of all."

## MUSIC EDUCATORS JOURNAL

51. Lindgren, Henry C.: "Anyone can sing *la Marseillaise*." xxvii: 2: 18 (Oct.-Nov., 40). Grade children (and older ones too) that chatter "pig Latin" will adore singing songs in foreign languages. By care and experimentation the teacher can produce an Englished transliteration which by demonstrated reading and choral repetition will produce astonishing results when put to music—with unbelievable motivation for the trouble involved. Some concession is made to difficult foreign sounds, as when the double-h is strongly aspirated to approximate German *ach*:

Shtíl—luh náhht, hgh—lig—guh náhht,  
Ah—less shláyft, fne—zahn váhht (etc.)

Try this with *La Cucaracha*, *Au Clair de la Lune* or *Gaudeamus Igitur* for a good time to be had by all!

## THE NEWS LETTER (Commission on Teacher Education of the American Council on Education)

52. Anon.: "The Education of a Classroom Teacher." I: No. 6 (Mar., 41). The professional autobiography of a foreign language teacher, trained in "one of the more traditional of the traditional schools," who learned methods of teaching by trial and error on several jobs. She tells of inspirational contacts made in a summer educational work shop. X

## NEW YORK TIMES

53. Anon.: "Basic Language Urged as Course." (Dec. 15, 40). A committee of the Association of Foreign Language Chairmen of New York City schools is studying the potentialities of the "general language" course; two proponents, Mankiewicz of City College, and Tanner of New York Univ. "There is a growing movement among foreign language teachers to endorse a 'general language' course in the high schools of New York City."
54. Doyle, Henry G.: "Fuller Instruction Is Urged in All Foreign Languages." (Jan. 19, 41). Reasons why the inadequate 2-year course must be extended to 6 years "beginning at

least as early as the first year of junior high school (Grade VII) and continuing through the senior high school (Grade XII) available to all students capable of doing the work." Objectives and teacher preparation.

#### NORTH CENTRAL ASSOCIATION QUARTERLY

55. Brumbaugh, A. J. and Haggerty, Wm. J.: "Curriculum and Instruction in Higher Education." xiv: 393-420 (Apr., 40). A report, largely descriptive and illustrative in character, of curricular organization and instructional principles and practices in some 276 institutions of higher education which are members of the N.C.A. The place of the offerings of foreign languages is given for each. French and German are offered by 90% of the schools (ranking after English and Mathematics, 1st and 2nd; French, 3rd; German, 8th) and Spanish is 3rd in the list of five languages offered by 60-69% (Latin is offered by 70-79%). Three-fourths of the administrators responding would prescribe foreign languages in a program of general education.

#### OHIO SCHOOLS

56. Amner, Dewey: "Recommendations of the Ohio Council on Modern Language Teaching." xix: 257 (June, 41). The Ohio Council (See *Proceedings*, No. 378) adopted on Apr. 3rd the following recommendations offered by the Spanish sub-committee (Amner, *Chm*): "1. that all foreign languages ought to be offered on an equal basis; 2. that the introduction of Spanish (and, whenever possible, of Portuguese) be considered; and 3. that care be taken to insure that the teaching be done by competent and interested teachers."

#### PEABODY JOURNAL OF EDUCATION

57. Drennon, Herbert: "Modern Language Requirements for Advanced Degrees." xviii: 340-348 (May, 41). The Graduate Dean of Mississippi State College reports that only about 40% of the schools in the Southern Conference enforce the foreign language requirement for the master's degree adopted in 1935; 100% of the professional schools waive or ignore it. Discussion of historical basis and present status; cultural and tool values. Deplores present usages and presents forthright opinions on changes for the future: sees two doctorates—research and professional; foreign language a real requirement on basis of need; the blanket rule abandoned.
58. Shane, M. L.: "The Audio-Visual Library: An Acquisition Plan." xvii: 420-430 (July, 40). Written for all teachers, this list of materials, with costs and possible uses is valuable for foreign language teachers. (Shane is professor of French at Peabody College and offers a summer course in audio-visual aids. Bibliography). (See No. 16.)
59. Withers, A. M.: "Malnutrition in English." xvii: 324-327 (Mar., 40). "English word knowledge among college students is at a low ebb, and the fact is working woe to the teaching of English literature, and hindering scandalously all work in the foreign languages."

#### PROGRESSIVE EDUCATION

60. Johnson, Laura B.: "Foreign-Language Teachers and the Present Situation." xvii: 61-67 (Jan., 40). "We foreign language teachers must re-evaluate our subject in the light of forward-looking education." The author lists eight activities that can be done by "a person vitally interested in a foreign culture" and discusses the actions of a tolerant person. She cites the library and independent reading, news clippings on the bulletin board, discussion on English-language films based on foreign history, the unprobed depths of the radio, foreign speakers and correspondence, names of places and of families, the foreign-language film. "All these activities indicate the prevalence of the influence of foreign languages and foreign peoples in our every-day life and use the actual environment of the student as a springboard into ever-widening circles of interest."

#### PUBLISHERS' WEEKLY

61. *News Item*: "The Rising Interest in Spanish" and "Reader's Digest in Spanish." cxxxviii: 460 (Aug. 17, 40). A. K. Shields of Holt & Co. interviewed on rise in interest in Spanish, increase in enrollments and in availability of materials. Especial interest in S. America and the *Reader's Digest* Spanish edition which takes some selections from S. A. periodicals.

#### REVIEW OF EDUCATIONAL RESEARCH

62. Douglass, H. R., Handschin, C. H., Haygood, J. D. and Ross, L. W.: "Foreign Languages—Classical and Modern." Chap. III of issue on *Language Arts*; bibliography of 123

items. x: 126-145 (Apr., 40). [Other chapters: I. Reading; II. English Language, Composition and Literature; IV. Handwriting; V. Spelling; VI. Speech.] The chapter has divisions for: Foreign Languages in General; Latin; Romance Languages; and German. Topics treated: enrollments, aims, achievements, methods, curriculum content, prognosis, testing, and bibliographical sources. The article reviews the literature for the three years ending October, 1939.

## SCHOLASTIC

63. Greene, Wesley: "Films for your Foreign Language Classes." xxxvi: 7-T (Feb. 26, 40). How films are being used in multiple showings to teach vocabulary. Pre-study of content by the *Dialog Reading Project*,—exact words of the dialog in short selections with marginal vocabulary helps. Some examples of use; lists of sources; reference articles for teacher use. [In same issue: English class films; educational recordings; film evaluation form.]

## SCHOOL ACTIVITIES

64. Peacock, Vera L.: "The French Club and the Community." xi: 236 (Feb., 40). Any community can be made to serve the club in providing activities which will react back to the benefit of the community.

## SCHOOL LIFE

65. Blauch, Lloyd E.: "Exchange among American Republics." xxv: 290-291 (July, 40). Description of the provisions for the exchanges. Student panels of five persons from which the receiving government picks two; the first two fellowships. The requisites for exchange professorships, 35 from the U. S. listed as available; funds for expenses and small stipends to professors whose salaries are not continued by their colleges. For the year ending June 30, 1940, \$75,000 appropriated.
66. Gaumnitz, Walter H.: "Rural Youth and Secondary Education." xxvi: 105-107 (Jan., 41). About three in four rural boys and girls complete grade school and enter a high school (usually under 100 in total enrollment); but only one of those three stays to graduate and less than one in twelve of these graduates takes any higher education. A table based on 1238 such schools (in communities of 2500 or less population) shows that an average of 80% of the schools offer an ancient or modern language; 100% offer English, Math. and Social Sciences; 98% offer Science. But only 35% offer Agriculture; 47%, Home Ec. The author complains of this, perhaps rightly, but badly misjudges the best purposes of foreign language study as failing "to prepare youth for better living" because in the short 2-year course no real mastery of reading or speaking is achieved. He is thinking only of the fallacious "tool" values for utility and unfairly expects "mastery"; do commercial students *master* short-hand and typing in two years? How many go beyond *amateur* standing in their sports or their fine arts?
67. Office of Education, Special Committee: "Teaching of Spanish and Portuguese." xxvi: 237 (May, 41). A statement of educational policy in response to may letters: five considerations similar to but more detailed than those in Amner's list (No. 55).
68. Studebaker, John W.: "Now!" (*Editorial*). xxvi: 1 (Oct., 40). "There are certain things we must do—Now! . . . Of paramount importance is the development of a racial, class, and religious tolerance that is truly American—Now! Concentrating special attention on the study of Spanish and Latin-American history, culture, and geography is needed—Now!"
69. —: "Education in Inter-Americanism." (*Editorial*). xxvi: 129 (Feb., 41). Urges more study of Spanish and Spanish culture. Suggests some ways to do it within existing commitments, budgetary and otherwise.

## SCHOOL REVIEW

70. Peacock, Vera L.: "A Differentiated Reading Program for French." xlviii: 531-539 (Sept., 40). As a cure for loss of interest differentiated reading may be carried on in a class without special sectioning. Materials are suggested in science, music, social science, literature and for general use: a list of 66 books.
71. Powers, Francis F.: "Selected References on Secondary School Instruction: Foreign Languages." xlviii: 144-146 (Feb., 40). The annual annotated bibliography directed by Leonard V. Koos; 16 items from 1939 periodicals.
72. —: "Selected References on Secondary School Instruction: Foreign Language." xlix: 147-148 (Feb., 41). Twelve briefly annotated items from education and foreign language periodicals. One wonders what is the point of view of the selection for the readers of this publication.



73. Wittmann, Vera E. and Kaulfers, Walter V.: "Continuance in College of High-School Foreign Languages." XLVIII: 606-611 (Oct., 40). Only about 5 to 8% of high school beginners continue the same language in college and those are likely to have begun the study as 10th graders and to have had two or three years of work. Those making high grades are more likely to continue but their grades drop on the stiffer college marking standards. High school enrollments do not predict future language majors. These data, although from only one institution (Stanford U.), seem to furnish the final evidence against pointing the high school curriculum toward college entrance.

## SCHOOL AND SOCIETY

74. Barksdale, N. P.: "The Modern Languages as a Hurdle." LI: 155-156 (Feb. 3, 40). A protest against what the writer considers a too common tendency to view a knowledge of modern languages as a "mere hurdle on the way to empty academic pomposity" (i.e., requirements for the Ph.D.).
75. Bayerschmidt, Carl F.: "Correlation in Foreign Language Teaching." LI: 24-25 (Jan. 6, 40). General suggestions for cultural enrichment of the foreign language curriculum with particular stress on increased control of the vernacular and redirected literary experience.
76. Dean, Mildred and Wall, Bernice: "The Value of Foreign-Language Study for Tenth-Grade Pupils." LI: 717-720 (June 1, 40). Some 900 cases in four schools of Washington, D. C. of pupils who had had three years of Latin, of French or of Business Practice. Sorted into decade groups of I.Q., the three groups were charted as to average English grades and average of all work. Results seem slightly favorable to the language students, but the investigation is partially invalidated by use of grades as the achievement basis. There is some evidence that business practice teachers mark more severely than language teachers; and no one knows whether Latin or French teachers have uniform standards.
77. Engelbert, Arthur F.: "Foreign Languages as a Vital Factor in Foreign Language Propaganda Control." LII: 396-398 (Oct. 26, 40). Newer practices in language classes put much emphasis on creating an understanding of the foreign mind and a knowledge of the foreign life, which operate as motivating factors and as propaganda controls. Information on many peoples must come in English but ability to read current foreign literature is a priceless entrée into the foreign state of mind, lack of which would be a serious handicap to American life.
78. Irving, Laurence: "Language Preparation for Science Students." LI: 189-190 (Feb. 10, 40). Pressure of professional preparation in the biological sciences makes such demands of the student's time that he would do well to secure the necessary training in French and German in high school where the learning is easier and more pleasurable. This would release his college elective courses to other subjects.
79. Kandel, I. L.: "The Vichy Government and Education in France." LII: 619-622 (Dec. 14, 40). Some years before the present war the French military leaders were appealing that a cult of patriotism be taught in the schools in a system "to which a Mussolini, a Hitler, a Stalin could raise no objections!" The French teachers' syndicate was leftist in politics but not unpatriotic in school work; the teachers merely wanted to play down in the schoolrooms and textbooks the elements engendering hostility and aggressiveness to other nations. The new inscription *Patrie, Famille, Travail* is but temporary, says Kandel; and the old inscription will return with world-wide meaning to humanity.
80. Kaulfers, Walter V.: "Foreign Language Outcomes of the Stanford Language Arts Investigation." LII: 235-237 (Sept. 21, 40). Statement of the principles basic to the three-year experiment in 15 schools (junior and senior high school and junior college) in 10 cities in California, Arizona and Washington. Enrollments have increased in these schools, mortality decreased, interest and tolerance increased, information gain multiplied, general achievement maintained. Complete data to be published.
81. Rice, Winthrop H.: "Practical Aspects of Foreign Language Study." LI: 367-374 (Mar. 23, 40). Practical advantages of foreign language study in terms of cultural, vocational and imponderable values of a knowledge of modern languages. "There seems to be a great opportunity ahead for languages in the field of coordination and integration of their work with that of other departments. It is to be hoped that the day of cut-throat competition between various areas of the curriculum is past and that language teachers may add a large, important and practical phase to a well-rounded integrated curriculum."
82. Ryans, David G.: "The Professional Examination of Teaching Candidates: A Report of the First Annual Administration of the National Teacher Examinations." LII: 273-284



(Oct. 5, 40). In March 1940 some 3726 applicants took comprehensive examinations developed for the American Council on Education by a special division of the Cooperative Test Service. Charts show relative standings on the common examinations taken by all (Reasoning, English Comprehension, English Expression, General Culture—6 divisions, Professional Information—4 divisions, and Contemporary Affairs). Against these are charted the ten subject areas.

The results are given in terms of "Scaled Scores," a statistical device by which tests of varying lengths are cast into terms of 100 in which the 50-score represents the average individual on all the criteria available. By this means it appears that foreign language teachers "know their stuff" better than other groups, for they hold the top three and the 6th ranks: Latin, 73; German, 70; French, 69; Math., 68; Eng. Language & Lit., 67; Spanish, 66; Physical Sciences, 65; Social Sciences, 64; Biological Sciences, 63; Education in Elementary Schools, 59. It appears also that the best way to qualify in English comprehension and expression is to study a foreign language, for on those tests the top groups are teachers of Latin, French and German; English teachers come in fourth with Spanish a close fifth. The "foreigners" slump in Current Social Problems and nose-dive in Science and Math., but bunch again at the highest knowledge of literature (proving that all those college literature courses were worth something after all). There were 270 candidates in French, 74 in German, 67 in Spanish and 148 in Latin; the 1941 exams expect to increase these numbers considerably.

83. Ullman, B. L.: "The Languages in General Education." LIII: 585-591 (May 10, 41). "The languages are general education. Next to the three R's, I think, they have more educative value than any other subject." They develop tolerance and that understanding of others that is education. We make the most of classical and modern cultures; we get a sense of superiority and the wholly American urge to rise in the world. For a good teacher of English and of Social Science *via* the medium of the language he is teaching, his language forms a sort of core curriculum; it *is* general education.
84. Withers, A. M.: "Foreign Languages and the Doctor's Degree." LIII: 697-698 (May 31, 41). More on the way the language requirements have been twisted and evaded until they are considered mere "hurdles" to neophytes trying to muscle into the educative racket.
85. Zeydel, Edwin H.: "A Platform for the Modern Foreign Languages." LI: 748-749 (June 15, 40). Eight reasons why there should be three-year foreign language programs in every senior high school; admission by aptitude tests; the programs staffed by highly competent teachers.

#### SECONDARY EDUCATION

86. Bailbache, Majorie: "The Practice of Correlation between Spanish and Other Subjects." ix: 36-38 (Jan., 40). Description of some successful projects carried on in various California high schools in which the work of the Spanish courses is correlated with work in such fields as social studies, commercial subjects, music and English.
87. Hochstein, Joshua: "Our Good Neighbors in Latin-America: A Study Guide." x: 87-101 (Apr., 41). Ten study units, completely outlined by topics, full bibliography, suggested questions for individual investigation and report. This is part of a department called "Greater America" edited by the author, Chm. of Com. on Inter-American Relations, Dept. of Sec. Sch. Teachers, N.E.A. Guide is prepared for use of teachers of history, economics, and English, as well as modern language teachers. (Author's address: Evander Childs H.S., New York City.)

#### SIERRA EDUCATIONAL NEWS

88. Baird, Leroy H.: "High School Course in General Language." xxxv: 7-30 (Sept., 1939). Description of the course at Elk Grove Union H.S., California; arguments for its value and suggestions for its administration. "I have been convinced that general language has earned a place in the first year of the curriculum of a high school."
89. Coss, Joe G.: "Changing Objectives in Modern Language Teaching." xxxvii: No. 2: 14-15 (Feb., 41). Grammar is secondary and emphasis is lessening; speech is paramount and must be increasingly stressed. High frequency words must be the core and practice with speech patterns does the rest.
90. Allison, Johnnie: "Good Neighbor Policy in Texas Schools." xxv: 46 (Apr., 41). Urges three factors: extend Spanish down into grades; establish Pan-American Student Forums and clubs; offer special English courses for Mexican teachers during their vacation seasons.

## TEXAS OUTLINE

91. Bankhead, Lillie Mae: "Understanding Spanish Holidays." xxiv: 6: 28 (June, 40). A series of things to do to make Christmas customs in Mexico and Spain a living experience to American children.
92. Franklyn, C. M.: "Travel Projects for Spanish Clubs." xxiv: 8: 46-48 (Aug., 40). The class excursion is an established experience in American schools. Here is a detailed report of a Spanish class that went from San Angelo, Texas to Mexico City; with costs and organization plans.
93. Slover, M. P.: "Improvement in the Teaching of Spanish." xxiv: 12: 26-27 (Dec., 40). In present day increased interest in Spanish the study should be begun down in the grades with simple materials to acquire speaking ability for most pupils. For this we need highly trained teachers with satisfactory oral ability.

## UTAH EDUCATIONAL REVIEW

94. Mills, E. Kenneth: "A Course in Latin America." xxxiv: 90-91 (Nov., 40). Materials from some twenty books on Latin America, the Pan American Union publications, periodicals and newspapers make up the work of this experimental class, which with no "pages to cover in a textbook," gleans an initial insight into the customs, character and purposes of our Latin American neighbors.

## PART II. FOREIGN LANGUAGE PERIODICALS—American

A. *Classical Languages*

## 1. THE CLASSICAL JOURNAL

95. Heller, John L.: "An English-French-Latin Word List for Familiar Concepts." xxxv: 209-229; 326-348 (Jan. and Mar., 40). "The vocabulary of elementary Latin need not be confined to words which will be met frequently in the conventional reading of the high school Latin course, but should be extended to include Latin expressions for those English words and phrases which are most familiar to modern American ears." In 1934 Miss Helen Eaton published a four-fold comparison list of 739 concepts common to the first 1000 words in the frequency counts in English, French, Spanish and German (*Experiments and Studies in M. L. Teaching*, U. Chi. Press, pp. 244-279; now extended to the 6000-word limit, see No. 359, Nov. issue). With the cooperation of numerous helpers the author and Miss Mildred Dean prepared a list of some 1405 Latin words and phrases giving the English word first for finding purposes, the French word (for possible etymological interest) and the Latin equivalent in parallel columns. The Latin items were checked against standard lists. The article closes with some paragraphs of chapter 14 of *Huckleberry Finn* done into Latin in order to illustrate the possibilities of use to which the list can be put. The list is copyrighted by the *Classical Journal*.
96. Houde, Alice M.: "General Language." xxxiv: 556-557 (June, 1939). Description of the work done at Northeast Junior H.S., Hartford, Conn. and some of the results. Pupils generally favored the course and declared that the work done on English grammar was of help to subsequent foreign language study.

## 2. THE CLASSICAL OUTLOOK

97. Bulger, Miriam J. and Fisher, James B.: "A New Approach to an Old Subject." xviii: 57-58 (Mar., 41). Two teachers of Andrew Mellon H. S., Pittsburgh, relate their experiences organizing a 9th-grade course called "Language Backgrounds." One teacher was open-minded, one hostile, both dubious about the outcome and surprised at the enthusiasm of parents and pupils on the announcement of the course. The first semester treated language backgrounds (see outline); the second semester was devoted to "trial lessons" in Latin, German, French and Italian. In preparation, the authors took a summer course in the Teaching of General Language (probably at U. of Pittsburgh).
98. Carr, W. L.: "A Selected Bibliography on General Language." xvii: 35-36 (Jan., 40). Describes the principal textbooks and lists reference books on language for the pupil; lists articles on the subject since 1928.
99. Lawler, Lillian B.: "General Language, A New Opportunity for Latin Teachers." xvii: 34-35 (Jan., 40). Reasons why this new course has a job to do not being accomplished in existing courses. Three main course-types, the content and aims of each; difficulties to be overcome and cautions to be observed to make the offering successful to both the pupil and the language profession.

## B. French

## 1. THE FRENCH REVIEW

100. Anon.: "Modern Language Instruction at Garden City H. S., New York—A Successful Undertaking." xiii: 522-524 (May, 40). News letter of Jan., 1940 to parents on the nature of the work done. Since the courses became elective in 1931 enrollment has grown to 374 in French, 106 in Spanish and 60 in German. A 6-year course is possible beginning in Grade VII, at which point the oral-aural approach is used; for beginners at a later age a reading approach is used, really eclectic in its four-fold aims.
101. Balakian, Anna: "Radio Broadcasting and the Teaching of French." xiii: 222-224 (Jan., 40). A report of a series of French broadcasts (over Station WBNX) given by the Metropolitan Chapter of the A.A.T.F. Through the participation of four municipal colleges the series of weekly broadcasts were aimed toward a closer link between entertainment and instruction. The importance of radio broadcasting as a special aid to language teaching is stressed.
102. Bovée, Arthur G.: "A Rhythmic Presentation of French Grammar." xiii: 295-302 (Feb., 40). Numerous examples are given to support the contention that "the principle of the strong and weak, and the shrinkage of the weak syllable are vital in the development of the French verb and have produced a definite rhythm pattern for the verb." Material is also presented to indicate the convenience, effectiveness and feasibility of grouping the main basic facts of French grammar in the sequence of three.
103. Cameron, Yvonne G.: "A Program and Plea for Practical Preparation in the Lower Forms." xiv: 477-484 (May, 41). Objectives for the teaching of French in a private school, the Columbus School for Girls. An early beginning is urged; bibliography and valuable class materials are listed.
104. Chessex, Jean-Charles: "Tartuffe à Seattle; dix ans du Théâtre Français." xiv: 207-209 (Jan., 41). Well-staged presentation of plays like *Tartuffe* has made the Cercle Français an integral part of departmental work at Univ. of Washington. The journal for French, Italian and Spanish, "Journal—In Tres Partes" has had equal success.
105. Cru, Albert: "Une Mise au Point Nécessaire de la Méthode Directe." xiv: 435-460 (May, 41). Distorted and ineffective teaching by the "Direct Method" has caused much confusion in the minds of parents and pupils. Laxity in the requirements for teachers and insufficient preparation are blamed. Under excellent organization and supervision (as at Cleveland) the method has given excellent results. A *pure* oral approach (not a vernacular word in the class, no printed materials) is carrying a good theory too far; common sense, the psychology of the learning process and understanding of pupil maturation will guide the proper *modification*. Faith and patience will do the rest.  
(It may be added that "Direct Method" should no longer mean *ipso facto* aiming at a priority of the skill of oral composition on the part of learners. "Direct" should mean a problem-solving approach to learning through an experience in an activity itself assimilated and understood in terms of previous knowledge or experience. Since language is essentially a verbal experience, "direct" would involve an *aural* initiation or concomitance whether the priority of skill be reading, writing or speech on the part of the learner; hence, say "direct-oral," "direct-reading," "direct-writing" as the approach varies in initial aims and activities. *Ed. note*)
106. Delattre, Pierre: (*Phonétique*) "Anticipation in the Sequence: Vowel and Consonant Group." xiii: 314-320 (Feb., 40). Comparison of duration of vowels before groups of consonants with duration of vowels before the single consonants that enter into the groups. "La Force d'Articulation Consonantique en Français." xiv: 220-232 (Jan., 41).
107. Dodd, Virginia S.: "French-Speaking Choir." xiii: 397-399 (Mar., 40). A choir of 20 girls was chosen in Wilson College. Impressionistic and dramatic poetry and prose selections from the Bible were read in three voice parts with syllabic precision in pronunciation. The author believes that "the potentialities of the French language for understanding through vocal expression and consequently through auditory images are maximum."
108. Gaudin, Lois: (*Phonétique*) "A Graphic Method for Presenting French Intonation." xiii: 496-500 (May, 40). Since many students find it difficult to imitate and acquire correct habits of intonation in French, "it becomes necessary to change the learning process, shifting from the auditive to the visual approach and then combining the two," beginning with a graphic representation of intonation. An illustration of such a graphic representation showing the general rules of intonation given by Mme Vidon-Varney in *M. L. J.*, May 1934.
109. Geiger, Karola: "A Method of Checking Outside Reading." xiv: 138-141 (Dec., 40). A French translation by Prof. Des Marais of a method of checking reading used for

- German. The latter was evolved as the result of an experiment successfully carried out at De Paul University. A series of easy questions in German (or French) dealing with three main points are asked: technical details, contents of the book and personal impressions of the reader.
110. Harvitt, Hélène: "Practical Suggestions for Stimulating the Study of French." xiv: 507-509 (May, 41). The Metropolitan Chapter of the A.A.T.F. has launched an energetic campaign in and around New York City to increase registration in French and to link more closely the work of the various school levels from elementary grades through college.
  111. Hazard, Paul: "Le Professeur de Français." xiv: 277-283 (Feb., 41). Paper read at the Annual Meeting at Boston, Dec. 28, 1940. The strengths and the beauties of the French language; the grandeur and fecundity of its literature. Teaching anything is a hard undertaking; new courage and resolution to teachers of French in times that try men's souls.
  112. Hayes, F. C.: "Uncle Sam, World's Worst Linguist." xiv: 382-386 (Mar., 41). The lack of knowledge of vocabulary and syntax (the *pequeñeces*) of foreign languages on the part of advanced American students and teachers is greatly deplored. A "foreign language consultant" added to the regular staff of every institution of higher learning, in particular every graduate school, is recommended as a very practical remedy.
  113. Kaulfers, Walter V. and Lembi, Dante P.: "Socio-Semantic Implications of Word Borrowing." xiv: 294-307 (Feb., 41). A cultural vocabulary unit for the first week of French in a mimeographed bulletin of the Stanford Language Arts Investigation. The list of words was gathered by graduate students from diverse sources—hotel handbooks, dictionaries, and restaurant manuals. (See similar units by the same authors.)
  114. Little, Martha L.: "More Use of the Foreign Language in the Classroom." xiv: 284-287 (Feb., 41). Experience at the Girls Latin School of Baltimore has shown that the constant use of the foreign language is important as a means of arousing and keeping interest in the language. Teaching grammar *in French* will direct the learner's attention to the essentials; better retention is the result.
  115. Miller, Minnie M.: "Teaching French Civilization to Elementary Classes." xiv: 26-29 (Oct., 40). A year's college work is divided into four units, one for each period of 9 weeks; the titles: (1) the country and the people of France; (2) the history of France; (3) French literature and arts; (4) contemporary France. The teaching of each unit is followed by an objective test of 100 questions. The results of two years' experience with the plan at the Kansas State T. C. of Emporia have shown the acquisition of much knowledge of the French language and the appreciation and understanding of the French contribution to world civilization.
  116. Moseley, Nicholas: "Language Teaching: Practice and Theory." xiii: 289-294 (Feb., 40). As Consultant for the General Education Board during 1938-39, the author conducted an investigation of the "Humanities in General Education." After visiting 400 classrooms in 25 states he arranged a conference of experts in the field of language teaching. Their report points out six weak points in language teaching and includes some recommendations.
  117. Pond, Sister Maria Lelia: "The Multiple Approach Method of Teaching French versus the Grammar Method." xiii: 475-482 (May, 40). An enthusiastic exposition of the values of the "Cleveland" method of language teaching as applied by the author in a St. Louis junior college. Tests devised by the teacher—as many French words as could be thought of and written in 7 minutes, a composition on "Spring" to be written in 6 minutes, and 20 English sentences to be done into French in 15 minutes—are cited to show that the Freshman class was better in one year by the above method than the second-year class (which had been taught by a predecessor by a grammar approach) had become in two years. The 2nd-year class continued by grammar methods under the new teacher, who may not have used the same procedures as the first teacher. Had there been proper controls to the experiment and the results been measured objectively with interfering differences in instruction held constant by some means, the results might have added to other evidence that teachers by-and-large manage to achieve outcomes toward which they direct their aims.
  118. Prator, Clifford H.: "A Visual Presentation of French Relative and Interrogative Pronouns." xiv: 505-506 (May, 41). A simplified schematic preview is recommended before attacking this pronoun problem in its full complexity. The "preview," a sort of table explaining only the most fundamental contrasts observable in pronoun usage, is designed to make a maximum visual appeal.
  119. Rice, Winthrop H.: "Concerning Causative *Faire*." xiv: 308-310 (Feb., 41). A pattern is offered to French teachers, along with some suggestions as to the explanation and teaching of the *faire . . . faire* construction, using procedures which have given satisfactory results at Syracuse University.

120. Rickey, H. Wynn: "My Favorite Devices to Liven the French Class." xiv: 494-499 (May, 41). A panel discussion of Texas French teachers shared pet devices and techniques: uses of a baseball game, lotto, conference-promenades, demonstration in advance, and French folk dances.
121. Riley, Mary :L. "French With Music." xiv: 403-409 (Mar., 41). Description of a demonstration with pupils of John Adams H. S., Queens, N. Y. C., of the teaching (and pleasurable learning) of French songs.
122. Rodrique, E. M.: "French Educators in the Northern States during the XVIIIth Century." xiv: 95-108 (Dec., 40). An historical sketch gleaned from newspapers of the time and other historical writings. A review of an early French grammar of 1784.
123. Sturm, Marthe: (*Phonétique*) "Quelques Remarques Psychologiques sur l'Enseignement de la Phonétique." xiii: 225-229 (Jan., 40). The writer discusses a psychological method of teaching phonetics based on the belief that a subject pronounces badly because he hears badly, and that he hears badly because he pronounces badly. The first task of instruction is to give the student an aural model which is clear and precise which he can reproduce. The use of "dynamic" rather than "static" perception aids are recommended. "Déplacement du Point d'articulation de I sous l'influence de certaines consonnes." xiv: 319-324 (Feb., 41).
124. Tharp, James B.: "The College Entrance Examinations Board Looks at its French Examination." xiii: 380-384 (Mar., 40). The detailed statistical analysis of the 1938 examination by Chief Reader Jackson and psychologist Consultant Examiner Stalnaker is reviewed and pertinent data are quoted. Recommendations are made to extend the area of achievements to be measured to include skill tests in aural comprehension and in free writing and a knowledge test on civilization elements in time saved by omission of translation tests to and from English and French, since the measurements from these tests are being adequately obtained on an index basis by the new-type comprehensive grammar test and by the skill test of paragraph reading.
125. Thon, F. H.: "French for Bright Young Children in New York Public Schools." xiii: 303-313; 390-396 (Feb.-Mar., 40). A graduate student of the French Dept., T. C., Columbia U. reports on the Speyer School, Brooklyn and the Bronx experiments of teaching French to pupils in Grades I to VI who have I.Q.'s from 115 to 200. Data on the milieu of the experiments, the French program and classes, the teachers, selection of pupils, methods, tests and credits are given. Results and recommendations along with some pedagogical implications.
126. Varney, Jeanne: (*Phonétique*) "Des Conclusions que l'on peut tirer de l'étude systématique d'enregistrements phonographiques de la prononciation française d'étudiants étrangers." xiv: 35-50; 142-150 (Oct.-Dec., 40). Phonograph recordings of the pronunciation of 306 students (taught by teachers with 2-to-16 years experience) were made of classic selections of prose and poetry during the first week of registration in the French phonetics course. Data on the errors in articulation, intonation and mechanics are given showing the number of students making each error, the number who avoided that particular error but made a similar error, and the number who pronounced correctly.
127. Withers, A. M.: "Cooperation and the Language Groups." xiv: 30-34 (Oct., 40). A plea to foreign language teachers "to protect their own interests by insisting on the establishment of a materially effective close-knit alliance with one another and with teachers of English."
128. Wood, Edna and Henwood, Virginia: "French in the Laboratory School of the University of Missouri." xiv: 214-219 (Jan., 41). Some excellent reasons for the study of languages from the fifth grade through the twelfth grade, when the aim is to make the study of French a real and vital adventure; some procedures and materials used in the program.

### C. German

#### 1. THE GERMAN QUARTERLY

129. Basilius, H. A.: "Concerning the Objectives and Methodology of the Second Year." xiii: 177-188 (Nov., 40). The reading method should not be abandoned, as is too often the case, at the end of the first year. It should, rather, be continued throughout the second, so that all students may be brought to read at least several great works of literature; for an appreciation of the beauty and significance of a foreign literature should be a definite part of all cultural education. Suggestions for an extension of the reading method in the second year.
130. Bergel, Lienhard: "The Place of Speaking and Writing in Reading Courses." xiv: 32-37 (Jan., 41). A discussion of the proper function of oral and written work in the reading course, and a suggested technique for the effective use of these two exercises. Detailed



- content questions in German are suggested for checking reading comprehension. Although these are to be answered in English, they are based upon the important aspects of the text and hence require the student to refer frequently to the important German material. Such essential words and phrases are then underlined and used as a basis for regular composition, which is always first discussed in English.
131. Funke, Erich: "Der Sprechchor als Kunstpädagogisches Mittel." xiv: 103-111. (Mar., 41). The author reviews the various uses of the speaking chorus in the school, church, theatre, and other institutions, and discusses its function and limitations in school productions. Practical hints for selecting materials and for grouping and training the speakers are included.
  132. Hofrichter, Ruth J.: "German in Half-time." xiii: 189-192 (Nov., 40). A report on an experimental course at Vassar in which the attempt is made to give the student a working knowledge in just half the usual time. A copy of the final examination is included.
  133. Hollander, Lee M.: "Some Reflections on Language Training." xiii: 72-75 (Mar., 40). If modern languages are made elective subjects in the colleges, the results may well be beneficial. The need for modern language study is becoming ever greater, and students who elect a modern language because of a conscious need will study harder, achieve more.
  134. Huse, H. R.: "Why Study Foreign Languages?" xiii: 142-145 (May, 40). A review of the values of foreign language study, stressing the liberalizing and educational factors.
  135. Kaulfers, Walter V. and Moore, Arabella J.: "Aural Orientation Exercises for the First Week of German." xiii: 1-6 (Jan., 40). An extensive period of passive aural experience should be provided for the beginning student, before he is asked to undertake oral exercises himself. Simple questions and true and false statements composed of cognates easily recognizable by ear are suggested. A list of such exercises is included.
  136. Koch, Ernst: "German in the College Curriculum." xiv: 25-31 (Jan., 41). In our colleges, which the author characterizes primarily as institutions of 'higher' education rather than 'promoters of culture,' curricular changes are determined principally by vocational and social demands. Under such circumstances languages will gradually lose their position as *required* subjects and language teachers must prepare to make their subject sufficiently attractive to survive in a system of *laissez-faire* competition. Suggested changes and a brief outline of the four year college course in German are included.
  - X 137. Kind, John L.: "Why Study Foreign Languages?" xiii: 76-81 (Mar., 40). Text of a radio broadcast, designed to acquaint the average listener with the present status of the modern languages and their contributions to the education of the individual.
  138. Louis, Andrew: "The Stabilizing Force in Modern Language Education." xiv: 176-181 (May, 41). In the face of declining enrollments and easing language requirements, the author sees certain hopeful signs—and warnings. Above all, language teachers must demonstrate that learning of language has real value. First consideration should be the students who take only the elementary course and for them the reading method should be constantly applied. A review of language trends at the University of Texas since its founding in 1883 is included.
  139. Schueler, Herbert: "Suggestions for the Use of A.A.T.G. Recordings." xiii: 146-147 (May, 40). When the New York City Board of Education broadcasted over Station WNYC a series of dramatic sketches in English about German folk-life, the local chapter of A.A.T.G. made recordings of six of the sketches for loan to other groups or for re-broadcast on other stations. Directions are given for playing and for proper care of the disks. Some of the titles: *Wilhelm Tell*, *Fighter for Freedom*; *Johann Strauss, the Waltz King*; *Albrecht Dürer, Artist*; *Dornröschen (Sleeping Beauty)*. The titles are annotated.
  140. Silberberg, Irma: "German and the Junior High Schools." xiii: 125-128 (May, 40). An address, delivered before the Metropolitan (N. Y. City) Chapter of the A.A.T.G., urging first, the inclusion of a three-year modern language program in the junior high schools of New York, and, second, a more equitable distribution of the several languages.
  141. Spann, Meno: "Emil und die Professoren." xiv: 165-169 (May, 41). Language teachers are living in an age which is turning away from education for culture: hence their difficult position in the academic world. Theirs is the duty of redefining their function in American life. The author is convinced no solution can be found in the reading of such "harmless" things as *Emil*.
  142. Thiele, Friedrich: "Kulturkunde bei der Darbietung idiomatischer Ausdrücke." xiv: 112-118; 158-164 (Mar.-May, 41). German proverbs and figures of speech, often idiomatic and difficult to translate, may be used as the starting point for brief excursions into the earlier customs of both the German and English peoples. For this purpose the teacher must be able to explain the origin of the phrase, using other languages if necessary, and, of course, related English expressions whenever possible. Numerous examples are given.



143. Tomlinson, Warren E.: "German Language Camp." XIII: 67-71 (Mar., 40). Description of the German language study project sponsored jointly by the German Departments of College of Puget Sound, Reed College and the University of Washington. The life and study program of the camp is described in its beautiful setting on Orcas Island of the San Juan Island group in the State of Washington. "The miracle of learning to speak a new language, the progress from broken, halting German to free and correct expression, was amazing to observe in student after student. Tolerance, true humanism become the very essence of such Camp life. Things of true German culture were evaluated and appreciated, not in any narrowly national sense, but as part of the great international cultural heritage."
144. Vail, Curtis C. D.: "Language Achievement and its Testing." XIII: 59-66 (Mar., 40). The desire of modern language teachers to have better, if not more, students has led to much experimenting with various selective criteria, none of which has clearly insured greater achievement. Likewise, experiments with various methods indicate that no one method will produce uniformly better results. It is necessary, therefore, to shift the emphasis from methods to objectives, with constant attention upon our one attainable objective in the elementary course—the reading aim. To this end standardized tests are indispensable.

## 2. MONATSHEFTE FÜR DEUTSCHEN UNTERRICHT

145. Appelt, E. P.: "Weg zum freien Aufsatz." XXXII: 31-37 (Jan., 40). Suggested procedures for college courses in German conversation and composition, leading to something more than mere translation. Texts, reference books, and dictionaries are discussed.
146. Boesche, A. W.: "The Problem of 'Es Gibt'." XXXIII: 27-32 (Jan., 41). Further discussion of the problem presented by Ernst Feise in *Monatshefte* for May, 1940 (see below). The author perceives two distinct types in this idiom and urges such a dual classification for presenting it to our students.
147. Executive Council, MLA: "Resolutions on 'What the High Schools Ought to Teach'." XXXIII: 91-92 (Feb., 41). The Executive Council of the Modern Language Association of America considers the report submitted by a Special Committee of the National Youth Commission entitled *What the High Schools Ought to Teach*; protests the implications that "the program of the high schools should rest solely on the theories of teachers of education and administrators"; rejects the implication that "more instruction in the so-called social studies is a better preparation for meeting the demands of a 'wider social order' and the fulfillment of the obligations of American citizenship than the development of ability for clear and adequate expression in English or ability in the use of a foreign language"; and deplores the report's failure to recognize the constant readaptation made by the teachers of English and foreign languages to keep these subjects in step with real progress in education.
148. Feise, Ernst: "Two Difficult Points of German Grammar." XXXII: 230-231 (May, 40). Clarification, from the teacher's point of view, of the use of *sondern*—*aber* and *es gibt*—*da sind*.
149. Meyer, Heinrich: "Language and Logic in Beginner's Courses." XXXII: 165-177 (Apr., 40). Such systematic arrangements as normative grammar, frequency counts, and graded readers reduce class work and readings to the Kindergarten level. The author favors a natural or psychological approach in which literature is taught as literature as early as possible, and constant emphasis placed upon the training of mental activity and self-criticism.
150. Morgan, Bayard Quincy: "Some Frequency Counts in German Grammar." XXXII: 117-119 (Mar., 40). A sampling frequency count of tense forms, prepositions, conjunctions, and the relatives *der* and *welcher*. Too limited to be final, but very likely indicative.
151. Morris, M. C.: "Foreign Language Teaching and the Democratic Tradition." XXXIII: 221-227 (May, 41). The author analyzes the difficulties which threaten to reappear for language teachers in the United States as a result of the present war. His proposals for intelligent patriotism and service on the part of the profession are sound advice in troubled times and should be carefully weighed by all language teachers, who, inspired by a deep faith in the efficacy of their subject and the humanities generally, must renew their efforts to educate for "an intelligent, balanced citizenship," and to "keep open the channels of thought, and of free expression of opinion so vital to the proper functioning of a truly democratic system, and, in a larger sense, to the interchange of opinion among thinking people everywhere, regardless of race or nationality."
152. Polt, H. K.: "The Importance of Studying and Knowing German." XXXII: 131-134 (Mar., 40). Statements of representative men in various fields strongly endorse the study of German for future scientists and teachers.

153. Rosenhaupt, Hans W.: "Modern Foreign Language Study and the Needs of Our Times." xxxii: 205-216 (May, 40). A searching analysis of the crisis in humanistic studies in an age characterized by the ascendancy of the commonplace mind. Confronted with a rationalistic trend that emphasizes materialism in place of idealism, quantity in place of quality, the average in place of the individual, the humanist must not compromise. The modern language teacher, as a humanist, must oppose the further extension of the social sciences, teach in terms of the intangible as well as the tangible goals, encourage the growth of the individual.
154. Sullivan, John F.: "Our Bilingual Dictionaries." xxxii: 128-130 (Mar., 40). Our English-German dictionaries reflect, for the most part, the British English of foreign editors and fail to give adequate consideration to our American usage.
155. Ulich, Robert: "Fremdsprachen im Rahmen der Nationalen Erziehung." xxxiii: 89-91 (Feb., 41). Professor Ulich's address before the General Meeting of the A.A.T.G., held in Boston, Dec. 29, 1940, is here summarized by C. M. Purin in his Secretary's Report. Significantly Professor Ulich pointed out that it is one-sided to regard the educational process as something determined exclusively by the nature of the child. The objective requisites of the civilization in which the youth is to live are factors equally important. Hence the nation needs a considerable number of people who are able to interpret our character and aims to other nations and who, in turn, will be able to inform themselves and their own people about the lives of other peoples.

### D. Italian

#### 1. ITALICA

156. Lembi, D. P. and Kaulfers, W. V.: "An Inductive Approach to Italian Pronunciation." xvii: 150-157 (Dec., 40). A statement of seven fundamental principles of acquisition is followed by an outline of steps to follow and the sequence of sounds to be mastered. A phonetic table (vowels horizontally and consonants vertically) gives model syllables and near-English equivalents; the series is illustrated with model words. The strict letter of the inductive principle is somewhat violated by beginning with the study and drill and mastery of isolated sounds which are meaningless outside of words that are meaningful. Inductive learning should present wholes within which elements may be observed and organized.
157. Massa, Gaetano: "Outside Reading." xvii: 69-71 (June, 40). An adaptation into Italian of the questioning to check outside reading as proposed for German by Karola Geiger in the October, 1939 *M. L. J.* (and for French by Geiger and des Marias, see No. 70 above).
158. Nissen, Elizabeth: "Best Available Editions of Italian Classics for School Use." xvii: 158-162 (Dec., 40). Book list arranged by authors, mostly in Italian editions, a few editions for class use by American publishers.

(To be concluded in the November issue.)

## Mathematics and Foreign Languages— Tough Hombres

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(Author's summary.—A plea that these two subjects be retained in all high school, college and university curricula; more than any other subjects they teach *how* rather than *what* to think. For the development of correlated reasoning they have no superior.)

IN A recent number of the *Readers Digest* is the story of farmer Jed, sitting on his porch steps and dejectedly regarding the ravages of a cloudburst. A neighbor pulled up in a wagon and yelled, "Say, Jed, your hogs was all washed down the creek and they're all dead." "How about Flaherty's hogs?" asked Jed. "They're gone too." "And Larson's?" "All washed away." "Huh!" exclaimed Jed, cheering up, "tain't as bad as I thought." This little story somewhat expresses the doleful satisfaction we modern language teachers feel as we read of this high school and that college and the other university tying up mathematics and foreign languages in the same bundle and chucking them unceremoniously out of their lists of required courses or out of their institutions altogether. We cannot but feel a glowing thrill that mathematics and foreign languages are so frequently damned in the same breath. If, after several millenniums of noble service as the *sine qua non* of all school curricula, these two branches of study are to fall to a large extent into discard, the foreign language branch is duly proud of having been so long and so intimately associated with such a tough hombre as mathematics. Many of us are inclined to wonder whether these two education goons have not owed their millenniums-long popularity to their toughness; many of us suspect that their toughness has helped to classify them as present-day undesirables.

Of the innumerable instances of the grouping together of mathematics and foreign languages into one discarded package, perhaps the most interesting is from the hand of Dean George Works of the University of Chicago. It will be recalled that the University of Chicago recently had the courage to drop football as a major sport, whereupon various football mentors and college presidents took gleeful and mighty swats at the Chicago school, with implications that ranged all the way from poor sportsmanship to unnecessarily high standards of scholarship. Dean Works, in defense, made this remarkable utterance: "The university is unusually liberal in its entrance requirements, as neither mathematics nor foreign language is required for admission." These apologetic words from a high official of the University of Chicago are, by inference, one of the finest tributes ever made to those two tough hombres,—mathematics and foreign languages.

But let us glide gently down the intellectual scale and read a letter from

a high school boy, which appeared recently in the *Chicago Tribune* in the "Voice of the People" column. He writes: "I don't see why the superintendent should pick on the freshies and sophomores to give them the hardest work. Because I expect to be a doctor, I have to take Latin, English, algebra and general science. These four subjects keep me hopping. I don't believe our superintendent took Latin when he was a high school freshie, or he'd have more sympathy for us who do. Latin with its hundred declensions and a million conjugations is enough to kill a fellow. Those Romans never seemed to be able to make up their minds what endings to put on their words." We are probably indebted to the high standards of the American Medical Association rather than to the superintendent of this school, that this youngster is grappling with Latin and mathematics, and before he wins the title of M.D., he will be fully aware that Latin grammar is an exact science and that the Romans, out of hundreds of endings, could invariably select the right one for the right place. I begin to wonder whether this everlasting exactness and this tantalizing precision aren't what make our two tough hombres so disliked and feared by the mentally languid.

In the *Cyclopedia of Education*, V. III, page 269, we read this astounding statement: "A third element in the development of the flexible course grew out of the conception in the Report of the Committee of Ten that it was of less importance what particular studies were pursued than what was the method employed in teaching them. From the standpoint of the majority of the Committee each secondary school subject was assumed to have equal value with any other, if properly taught. It was, therefore, natural to assume, if a pupil manifested a strong aversion to Latin or mathematics, that some other equally well taught subject could be substituted." We note once more with pleasure the coupling of the mathematics and foreign language courses as possibly personae exceedingly non gratae, but why are we so shocked by the suggestion of the Committee of Ten that any other courses, if properly taught, are assumed to have equal value with our two tough hombres? And how did our own modern language committee happen to devise the phrase "a strong aversion to Latin or mathematics?" Why didn't they suggest "a strong aversion to courses in hobbycraft, home mechanics, radio education, history of art, or music appreciation?" These five last-named courses are found in many of our present-day high school and university catalogues.

These few lines from an editorial on changes to be made shortly at Columbia University deserve a moment's attention: "At present, Columbia requires preparation in 15 units of subject matter, each unit representing one secondary school year of study. Eleven of the units must embrace English, a modern language, mathematics, history, and one science. This scheme will be abolished." Why?, we wonder. But let us read on and be enlightened. "Under the proposed plan, admission will be based on the following factors:

the candidate's school record, his health, a recommendation from his principal, a personal interview with the admissions office where possible, and an entrance test. Consideration will be given to willingness to work, social adaptability, community spirit, honesty, manliness, and breadth of general interests." From all of this we are inclined to infer that the modern language, mathematics and possibly one science requirements are a bit too exacting for the rank and file of students of today, who wish to enter Columbia.

This weighing of curricular values and difficulties reaches clear back into antiquity. Cato was born in 234 B.C. Now why has the fact that he began to study Greek at eighty been handed down and down for over 2,000 years? Because no one pictures the study of a foreign language as play. Cato at that advanced age doubtless studied history, philosophy, new campaigns against Carthage, or more effective chess openings, but those things were more or less amusements and pastimes, and his friends took little note of them, but Greek was nothing for an octogenarian to play with. This weighing of curricular values is a vital subject of discussion today. Fond parents are continually asking us, who are supposed to know, whether John, when he enters high school next fall, should study a foreign language. Personally, for nearly four decades, I have, without blinking or a second's hesitation, almost unconsciously answered this question affirmatively. I think of my own children and I always answer, "Yes, have him study Latin, or French, or German, or Spanish four years, if the school offers that many courses. Oh, yes, and have him take all the math he can, too." For thirty-seven years I answered in this way without any analysis of the reasons behind my answers. Like a good Christian I simply believed, and had entire confidence that my belief was right.

Frequently, however, these same fond parents confront us with such provoking questions as "What good is Latin? What good is French?" Why are foreign languages taught in the United States, where we never have occasion to use them? Why devote valuable time to foreign language study that might be better expended on more practical subjects?" These tantalizing questions cannot be answered superficially or thoughtlessly. Our stock replies are usually euphonious, and to the uninitiated, fond parents very impressive, as we seriously repeat the inherited dogma, namely, to acquire a speaking knowledge of the language, to enjoy reading the best foreign literature in the author's own language, and to imbibe something of the culture of said foreign country. I have been guilty of making these answers, although six years of Latin and five years of Greek prize-winning study never brought me a dollar's worth of all these promised rewards; I can truthfully say almost the same thing of my first three years' study of French, German, and Spanish. May the good Lord forgive us foreign language teachers, 60% of whose students study one foreign language two years at



the most, for making such fantastic and idealistic replies. Certainly the hardheaded, unimaginative, statistical education experts do not. And these education experts, who at present are the Hitlers and Chamberlains of the curricular arena, possibly because of their lack of poetic imagination or their lack of sympathy due to some unfortunate linguistic experience in their own educational career, or indeed possibly because of deadly statistics that prove the utter fallacy of our claims, are persistently relegating the study of foreign languages more and more to the realm of limbo. And still I contend that the long toilsome hours I devoted to mathematics and Latin and Greek were from the standpoint of mental development and character building, the most effective and remunerative in my scholastic career.

A few years ago a young German, who had been in this country only a short time, came to us and requested that we give him two years' college credit in his native language. I gave him two written examinations and was not at all surprised, nor was he, to find his work was 99½% perfect. In talking with him after the examinations, I asked him why in certain places he used *ihm* instead of *ihn*, and *an einem schönen Abend* instead of *an einem schönem Abend*, *den Kindern* instead of *den Kinder*. To my great surprise, I found he had absolutely no reason for anything grammatical except that it sounded best that way. As a fingerprint expert on a police force in a large American city, he must have had considerable schooling, but adjectives, adjective endings, prepositions, modes, etc. were terms entirely out of his ken. Practically letter perfect in his knowledge of oral and written German and yet linguistically, absolutely a child of habit. He could speak German incomparably better than I, and yet I felt that he lacked some great thing that I possessed. What could it be? How explain it? For years my feeling toward the superior speaking knowledge of this German troubled me, as I pondered and wondered why his ability did not impress me more deeply. Possibly the Romans solved the problem for me thousands of years ago when they so philosophically devised the verbs *cognosco* and *scio*. They and the Greeks must have reasoned well, for the French with their *connaître* and *savoir*, the Germans with their *kennen* and *wissen*, the Spanish with their *conocer* and *saber*, and the English with their *knowledge* and *science* have all seen fit to continue these distinctions in mental processes. I wonder whether *scio* and all its progeny do not connote serious, long sustained work, while *cognosco* and its descendents connote rather an automatic process of absorption.

Knowledge, according to the dictionaries is "acquaintance with fact, an item of information, or familiarity gained by actual experience." As applied to language, knowledge seems to me to give what is most interesting, what is most superficial, what is most easily acquired. A five hundred word vocabulary in a foreign tongue, the relative populations of France, Italy, and Germany, and the ability to use foreign phrases such as *sine qua non*, *es macht mir nichts aus*, *ça ne me fait rien*, etc. are all evidences of knowledge. There



can be no question about the usefulness of knowledge, but knowledge per se, will not prepare youth for citizenship.

As defined in Webster's dictionary, "science is exact, organized and classified knowledge; any branch or department of systematized knowledge considered as a distinct field of investigation or object of study." Another dictionary defines science as "classified knowledge that can be utilized." The study of a foreign language, then, insofar as it is done by the systematized grammar method, is a science, for it is classified knowledge that can be utilized. In a recent conversation with a noted biologist, he told me he had just learned that biology is not a science, but he could not explain very clearly the reasons underlying this startling news. While the arguments are going on whether biology and history are sciences, let us take advantage of the situation and assert that foreign languages, at least the grammar phase of them, constitute a science.

The Committee of Twelve, and the Committee of Ten, both appointed by the Modern Language Association of America to study the aims of foreign language study, both asserted the primacy of the reading objective. The Committee of Twelve, whose report was published in 1898, states that two great objectives may be attained, namely, oral mastery of the language and a reading knowledge. I do not know, of course, but it seems to me that the choosing of these two goals as our chief objectives marked the beginning of the foreign language retreat. We thereby put all the arms and ammunition directly into the hands of those keen statisticians, the education experts, who, after a few controlled examinations could proclaim, and justly, "On the other hand, the greatest deficiency of existing high school programs seems to be their incapacity to produce results of a persistent nature; for example, the study of a foreign language, or of mathematics (the two tough hombres are once more attacked), even when well carried on, fails largely in the face of later demands; the general goal aimed at is not reached." Yes, the education experts accepted the goals we had named, and had little difficulty in showing that we, by and large, didn't come within cannon-range of either of them. How many students have any of us produced, whose ability to speak or read the foreign language after three years of study, would favorably impress the statisticians? In other words, have we teachers of foreign languages been fair to ourselves when we stated our chief goals to be the oral mastery and a reading knowledge of the foreign tongue? These goals are unquestionably the ultimate prime objectives, but are they the prime objectives of a two or three year course, such as most of our students elect?

We should, too, bear in mind the amazing statement of the psychologists that the average university graduate retains on Commencement Day only about 5% of all the knowledge that he has temporarily absorbed in the four preceding years. We all know from sad experience how fast both we and our students lose our foreign vocabularies, dates, statistics, etc. With most of us,

knowledge as dependent on pure memory, is a very transitory thing. It seems very probable that on his graduation day, a student could "produce results of a persistent nature," as the education experts say, in botany, domestic science, shorthand, household management, history, etc. much more readily than in mathematics or foreign languages, especially if these latter courses have been presented by the teacher and developed by the student through reasoning rather than by pure memory. I have had teachers who taught plane and solid geometry on the pure memory plan, and I have had foreign language teachers who were only wide-vocabulary, fast-reading enthusiasts. I learned to appreciate the plodding, reasoning type of teacher, who was more interested in the Why and How rather than the How Much or the How Interesting. What phase of foreign language work makes the student work the hardest and reason the most? Composition work. No, not free composition work, where the ingenious student can write whole compositions using only the verbs *haben* and *sein*; give him *gehen* and *kommen* and *sehen*; then he can really go places and surprise even himself with his accomplishments. I mean composition work that at the end of the first year requires the mental possession of some 500 to 600 words and the ability to use them correctly in simple, written sentences.

Among my notes I find this taken from a book named *Grammarless Reading* by Tharp and Murray: "One learns to read by reading; therefore one should begin to read as early as possible and should read as much as possible." I think "eat" could just as well be used here. Another note, taken from the Coleman Report on the Teaching of Foreign Languages in the United States says: "They will reproduce, at first in English and later in the foreign language, passages read aloud or things recounted by the teacher, being held responsible rather for the content than for grammatical details." According to my preachment, grammatical exactness in two sentences, impossible of course without clear reasoning, is far more conducive to the developing of good citizens than a whole page of careless reproduction work.

Composition work, I repeat, is hard work. It requires close application. It demands clear reasoning. Take, for instance, the sentence, *The little book had been given to her by her parents*. If we count the various thought processes involved in each word before it can be translated correctly, we have a numerical sequence about as follows: 3-2-3-4-4-4-2-3-2-4-4, or 35 individual and independent reasonings before the sentence can be written correctly. Here we have fast, clear, coordinated reasoning. I have asked my students about this and they tell me that linguistic reasoning of this type is different from all other mental efforts they experience, that it is faster and harder work than the solving of mathematical problems; "so many thoughts seem to be struggling to assert themselves all at once" said one student. Moreover, composition work, it seems to me, is superior to mathematical work, in that it gives us implements and affords us a limitless field for creative

work. Mathematics and foreign language work, two tough hombres! No wonder so frequently, when our class material is not especially brilliant, we desert our composition ploughing for dalliance in the flowery fields of rapid reading!

In order to write one single sentence correctly in a foreign language, one must have intelligence, which Webster defines as "the ability to apprehend the interrelationships of presented facts in such a way as to guide action toward a desired goal." What a heaven-sent blessing, then, is composition in foreign language work for the detection of the wit-nits! And how, according to this definition, foreign language composition lends itself to the display and development of intelligence!

What does the dictionary say about reasoning? "Reasoning is the passage from data or premises to a conclusion, the forming or discovering of rational relationships of ideas." What an opportunity does foreign language composition offer for reasoning! Tenses, word sequence, relative pronouns, adjective endings do not come without reasoning, at least, not for the beginner. Here I would paraphrase Tharp and Murray's dictum and would say "One learns to reason by reasoning; therefore one should begin to reason as early as possible and should reason as much as possible."

What does the dictionary say about good old rote? "Rote is a fixed course or routine, often implying want of attention to the meaning," or if you prefer this definition, "That learned by memorizing in a mechanical way, by use of the memory with little intelligence." Well, strange as it may seem after my plea for composition and reasoning, I am strong for rote in foreign language teaching, whether it be the learning and reciting of poems, of proverbs, or of oft-used phrases. Favoring the eclectic method, I should think it advantageous to devote nearly one third of each recitation to the direct method, or to rote, both for the fixation of vocabulary and for the quickening of interest and satisfaction.

Some weeks ago I read that of the freshmen entering Colgate last September, 41% came from private schools. That astounded me, for in our United States nearly 21 times as many students attend public schools as attend private schools. At Dartmouth the percentages of freshmen entering from private schools has arisen from 26% (1921) to 49% (1939); at Amherst from 40% (1920) to 68% (1939); at Williams, 75% (1939); at Princeton and Yale approximately 75% (1939). These statistics, it seems to me, give rise to some very serious questions such as:

- (a) Are our high school curricula being made too easy?
- (b) Do men of means prefer private schools for their sons because these schools are more reactionary, and instead of introducing newfangled, popular, memorizing or practical courses, still cling to the tough hombres, courses that demand and develop good reasoning ability?

- (c) Are we approaching the English system, wherein the university man is almost compelled to do his preparatory work in a private school?
- (d) Are our state universities being forced by state laws to accept thousands of high school students who are very poorly prepared?
- (e) Are the private schools and the independent colleges and universities gradually climbing above our public schools and state universities scholastically?

We are indeed in an era of mass production. The constant pressure is for more factories, greater output. High schools feel this pressure and their teachers, superintendents, and boards of education seem to be seeking every avenue of escape from high scholastic mortality. The education experts, evidently imbued with the dictum "that one course is as good as another, if properly taught" are succeeding in having introduced into our high schools and state universities, interesting courses, correlating courses, practical courses, low-mortality courses, memory courses, to the detriment of the old war-horses, mathematics and foreign languages.

President Henry M. Wriston of Brown University expresses his alarm at present-day tendencies to render education sweet and easy, thus: "Industry is the third important constituent of wisdom; yet the virtue of hard work is selling at a serious discount in the public schools of America. So meanly do we regard our children that one of the commonest assertions is that the disciplines which have so long charmed the mind of man are 'too hard'. I do not suppose it is realized that there are two hundred and fifty public school systems in America where a teacher is forbidden to give a failing grade. It has been preached for twenty years now that the failure of the student is the failure of the teacher, as though failure were not one of the common, inescapable experiences of life. Learning, the use of the mind, is hard work."

The following statement sums up in a more general way the idea I have been trying to express: "Phi Beta Kappa can be a dynamic force in urging that the high schools and colleges insist upon proper emphasis on the humanities and upon the necessity of teaching the future leaders of our democracy to think rather than simply to act. Phi Beta Kappa would trust the future to talented young men and women who have been taught *how* rather than *what* to think."

Once more I suggest as the best media ever devised for this objective. those tough hombres, mathematics and foreign languages.

# German Literature in Translation Published by Poet Lore, 1891-1939

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(Author's summary.—The article recommends: (1) that foreign language teachers familiarize themselves with translations from their respective languages, (2) that teachers call the students' attention to translations in collections and in periodicals, (3) that the libraries list such translations under the authors' names in the general catalogue, (4) that a catalogue of the available translations be made by or for the teachers.)

FOREIGN language teachers frequently are asked by their students: Where can we find that in a translation? The resourceful instructor—if it is a German book, and he does not know—will look up the book of which the student requested a translation in B. Q. Morgan's *A Critical Bibliography of German Literature in English Translation 1481-1935*<sup>1</sup> and inform the questioner. The less resourceful pedagogue will tell the student to look it up himself in Professor Morgan's book, which the student probably will not do. The easiest way for any instructor to get rid of his obligation is to tell the student to go to the library and ask the attendant. How much success the student will have depends entirely upon the person he meets at the reference desk and upon the insistence with which the student pursues his aim. Inexcusably wrong is an answer like this: Don't read translations. Learn the language and read the original. Any young person addressed in such a way should ask the teacher: Do you know Hebrew? How do you read the Bible? Do you know Greek? How do you read Homer, Plato or Aristotle? Do you know Russian? How do you read Pushkin or Tolstoy?

Teachers of foreign languages should be well informed about the translations in their field. The more the time for foreign language study is reduced in our present day curriculum the greater is the necessity of depending upon translations for our coming generation, if they want to enjoy an all around education. Anyone who has several languages at his command will realize that reading the original will give one a far greater thrill than reading a translation. But the truth remains: reading a translation of Goethe's *Faust* is after all better than not reading *Faust* at all.

In order to give students proper help and information the teacher should make a concentrated effort and discover for himself or herself what is available in the library in form of translations. The best way would be: make a card index for the department office. When students are calling on you, you have the information at hand. For getting up the card index a few helpful

<sup>1</sup> Stanford University Press 1938. This book is a revised edition of the same author's work, which appeared in 1922 in the University of Wisconsin Studies in Language and Literature, vol. 16.



hints might be appropriate. Look in the stacks of your library and find out what translations you have. Doing so you handle the books and see for yourself what binding and print they have and what is objectionable and what is recommendable. Peruse B. Q. Morgan's *Bibliography*. You will receive stimulation from it and probably want to fill in gaps in your collection of translations. From time to time you will find announcements which help you in gathering material in our professional journals. I refer in particular to the writings of Professor C. H. Handschin,<sup>2</sup> who has championed courses on German civilization in which he relied entirely on translated material.

American publishers frequently have thrown on the market collections of translations which have found a place in the libraries of many homes and institutions. Teachers ought to find out what can be used. Before the World War an excellent series, the *German Classics of the 19th and 20th Century* (20 volumes), edited by Kuno Francke and W. G. Howard, appeared and should be in every college library.

Most libraries keep the bound numbers of American magazines in their stacks or in the reading rooms. Quite often one may find translations in them, to which one can refer students. To one of these magazines I wish to give special mention: *Poet Lore*.

*Poet Lore* was founded in 1889 by Helen A. Clarke and Charlotte E. Porter<sup>3</sup> as "a monthly magazine devoted to Shakespeare and Browning, and to the comparative study of literature." In the beginning Shakespeare and Browning dominated its pages, but very soon the interest broadened, especially when the editors began to publish besides original works in English translations from foreign literatures.

Glancing through the consecutive volumes of *Poet Lore* gives the reader a bird's-eye view of the development of modern letters in the United States and of the influx of foreign literature in this country. Language teachers can learn of the temper of recent periods just by perusing this highly interesting magazine and will be able to understand better the changes in taste and style we have undergone during the last fifty years.

I want to point out a few significant phenomena:

Up to 1900 Sudermann's fame in Germany rivaled that of Gerhart Hauptmann. This rivalry is clearly depicted in the translations. Three times Sudermann appeared in *Poet Lore*, while Hauptmann's naturalistic plays seemingly were too tough a fare for American readers. Only the *Sunken Bell* found grace in the eyes of the editors. After 1900 the picture changed. *Elgo* and *Before Dawn* were offered as reading material.

<sup>2</sup> See Professor Handschin's list under "Bibliography of recent English translations of recent German subjects and English translations of recent German books" in *Monatshefte für deutschen Unterricht*, Madison, Wis., 1936, 129-136 and 227-229, also his book *Introduction to German Civilization* (1937).

<sup>3</sup> The story of *Poet Lore* is told by Charlotte E. Porter in vol. 37 (1926).



The Viennese writers Arthur Schnitzler and Hugo von Hofmannsthal were constant favorites and kept their position during and after the World War.

German expressionism entered the pages of *Poet Lore* in 1914 with two short plays by August Stramm, and an expressionistic drama by Georg Kaiser *From Morn to Midnight* was the first German play translated after the world war.

*Poet Lore* brought out very little fiction, concentrated upon the drama, but offered readers from time to time translations of lyrical poetry written by such men as Dehmel, Rilke and George.

Of great interest to the student of comparative literature is the gradual enlargement of the literary horizon, which *Poet Lore* undertook to perform for its reading public. First an almost Anglo-American magazine it added gradually German and French and then Scandinavian authors. Later on it introduced Russian, Italian and Spanish literature and brought out works from smaller nations such as Poland, Bohemia, and so forth. For all these endeavors lovers of literature and foreign language teachers must be very grateful.

For the convenience of persons interested I am giving a list of the translations from the German as they appeared in *Poet Lore* since its inception.

1891 Vol. 3: Ernst von Wildenbruch: *Harold*; translated by Otto Heller and H. A. Clarke.

1895 Vol. 7: Karl Gutzkow: *Uriel Acosta*; translated by R. Hovey and F. S. Jones.

1896 Vol. 8: Ernst von Wildenbruch: *Claudia's Garden*; translated by H.C.P.

1897 Vol. 9: Hermann Sudermann: *Morituri: Teias*; translated by Mary Harned.

Gottfried Keller: *A Village Romeo and Juliet (Romeo und Julia auf dem Dorfe)*; translated by H. C. P. and C. P. in condensed version.

1898 Vol. 10: Gerhart Hauptmann: *The Sunken Bell (Die versunkene Glocke)*; translated in prose by Mary Harned.

1899 Vol. 11: Hermann Sudermann: *Johannes (Johannes, Tragödie in 5 Akten und 1 Vorspiel)*; translated by W. H. and Mary Harned.

1900 Vol. 12: Hermann Sudermann: *The Three Heron's Feathers (Die drei Reiherfedern)*; translated by Helen Tracy Porter.

Carl Hauptmann: *Ephraim's Breite*; translated by Mary Harned.

1901 Vol. 13: Adolf Wilbrandt: *The Master of Palmyra (Der Meister von Palmyra)*; translated by Harriett S. Oliver.

1902 Vol. 14: Max Dreyer: *On Probation (Der Probekandidat)*; translated by Mary Harned.

1904 Vol. 15: Arthur Schnitzler: *The Lady with the Dagger (Die Frau mit dem Dolch)*; translated by A. T. Porter.

- Herman Sudermann: *Saint John's Fire (Johannisfeuer)*; translated by Ch. and H. C. Porter.
- 1906 Vol. 17: Gerhart Hauptmann: *Elga*; translated by Mary Harned.
- Arthur Schnitzler: *Living Hours (Lebendige Stunden)*; translated by H. T. Porter.
- Gottfried Keller: *Little Meret (Das Meretlein)*; a translation of the fifth chapter of *Greencoat Henry* by L. R. Smith.
- 1907 Vol. 18: Gerhart Hauptmann: *And Pippa dances (Und Pippa tanzt)*; translated by Mary Harned.
- 1908 Vol. 19: Johannes Wiegand and Wm. Scharrelmann: *Wages of War (Krieg)*; translated by A. v. Emde.
- 1909 Vol. 20: Friedrich Hebbel: *Agnes Bernauer*; translated by Loueen Pattee.
- Gerhart Hauptmann: *The Assumption of Hannele (Hanneles Himmel-fahrt)*; translated by G. S. Byron.
- Gerhart Hauptmann: *Before Dawn (Vor Sonnenaufgang)*; translated by Leonard Bloomfield.
- 1910 Vol. 21: Max Halbe: *The Rosenhagens (Haus Rosenhagen)*; translated by Paul H. Grumann.
- Arthur Schnitzler: *The Duke and the Actress (Der grüne Kakadu)*; translated by Hans Weysz.
- Gerhart Hauptmann: *The Reconciliation (Das Friedensfest)*; translated by R. T. House.
- 1911 Vol. 22: Marie von Ebner-Eschenbach: *A Man of the World*, a dramatic sketch; translated by R. T. House.
- Arthur Schnitzler: *The Legacy (Das Vermächtnis)*; translated by Mary L. Stephenson.
- Ernst Rosmer: *John Herkner*; translated by Mary Harned.
- 1912 Vol. 23: Ludwig Fulda: *By Ourselves (Unter vier Augen)*; translated by Haya Wally.
- Ernst Rosmer: *Twilight (Dämmerung)*; translated by P. H. Grumann.
- 1913 Vol. 24: Otto Ludwig: *The Forest Warden (Der Erbförster)*; translated by Paula Green.
- Hugo von Hofmannsthal: *Death and the Fool (Der Tor und der Tod)*; translated into blank verse by Max Bratt.
- Otto Ernst Hartleben: *Hanna Jagert*; translated by Sarah E. Holmes.
- 1914 Vol. 25: A. Goetze: *Heights*—drama in 4 acts; translated by Sasha Best.
- Friedrich Hebbel: *Maria Magdalena*; translated by Paula Green.
- Friedrich Hebbel: *Judith*; translated by Carl van Doren.
- 1914 Vol. 25: August Stramm: *The Bride of the Moor (Die Haidebraut)*—drama in 1 act

- August Stramm: *Sancta Susanna*—drama in 1 act; translated by E. J. O'Brien.
- 1915 Vol. 26: Hugo von Hofmannsthal: *Venice Preserved* (*Das gerettete Venedig*); translated by Elizabeth Walter.
- 1916 Vol. 27: Heinrich von Kleist: *The Feud of the Schrockensteins* (*Die Familie Schrockenstein*); translated by Mary J. and L. M. Price.
- 1917 Vol. 28: Hugo von Hofmannsthal: *Cristina's Journey Home* (*Christinas Heimreise*); translated by R. T. House.
- 1920 Vol. 31: Georg Kaiser: *From Morn to Midnight* (*Von Morgens bis Mitternachts*); translated by Ashley Dukes.
- Richard Dehmel: *Poems* (40); translated by Edwin H. Zeydel.
- 1922 Vol. 33: Arthur Schnitzler: *Gallant Cassian* (*Der tapfere Cassian*).
- 1923 Vol. 33: Stefan George: *Poems*; translated by Edwin H. Zeydel.
- Arthur Schnitzler: *The Vast Domain* (*Das weite Land*); translated by E. Woticky and A. Caro.
- 1927 Vol. 38: August von Kotzebue: Seven one-act dramas: 1) *The Dead Nephew*, 2) *The Quakers*, 3) *The Turkish Ambassador*, 4) *Our Frank*, 5) *The Old Love Affair*, 6) *The Watch and the Almond Tart*, 7) *The Walled-up Window*; translated by B. B. Beebe.
- Hans Sachs: *Brooding Calves* (*Das Kälberbrüten*); translated by J. T. Krumpelmann.
- 1928 Vol. 39: Ludwig Fulda: *The Blockhead* (*Der Dummkopf*); translated by Anna E. Bagdad.
- Georg Hirschfeld: *The Second Life* (*Das zweite Leben*); translated by Mary L. Stephenson.
- Andreas Gryphius: *The Beloved Hedgerose* (*Die geliebte Dornrose*); translated by J. T. Krumpelmann.
- 1929 Vol. 40: August von Kotzebue: *The Man, who could not talk*;  
August von Kotzebue: *The Night Cap of the Prophet Elias*; translated by B. B. Beebe.
- 1933/5 Vol. 42: Hrotsvitha of Gandersheim: Two Plays: 1) *Abraham*, 2) *Gallicus*; translated from the Latin by Jean Heard.
- 1936/7 Vol. 43: Ernst Hardt: *Tristram the Jester* (*Tantris der Narr*); adapted by John Heard.
- 1939 Vol. 45: Hugo von Hofmannsthal: *Death and the Fool* (*Der Tor und der Tod*); translated into verse by John Heard.
- Heinrich von Kleist: *The Broken Jug* (*Der zerbrochene Krug*); translated into blank verse by John T. Krumpelmann.
- Franz Werfel: Two speeches: (1) *The Idea of God and the Humane Ideal*.  
(2) *Returning Home to the Reich*; translated by Manfred Klein.
- Stefan George: *Poems* (10); translated by C. North Valhope.
- Ernst Wiechert: *A Child Cried at Night* (poem); translated by H. Salinger.

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## • Correspondence •

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TO THE EDITOR OF THE *Modern Language Journal*:—

I have just read, in the February number of the MODERN LANGUAGE JOURNAL, an article by Albert M. McMaster on the relative position of two object pronouns in French.

Mr. McMaster's table with explanations is ingenious but is needlessly complicated by the inclusion of the rare case where two disjunctives may not be used in French; the type—*I shall introduce you to them*.

For several years I have been using a very simple set of three rules for the use of two conjunctive pronouns. The rules have been, in practice, very nearly "fool-proof," and offer certain advantages which I have not seen in other rules. Here is the set:

1. The third person pronoun comes closer to the verb. (*Il me le donne; Donnez-le-moi.*)

2. If both pronouns are third person, they are used in alphabetical order: *la, le, les, leur, lui* (*Il les lui donne; Donnez-le-leur.*).

3. *Y* and *en* follow all other pronouns and, when used together, spell *YEN*. (*Je les y ai mis; Donnez-leur-en; Il y en aura.*)

The advantages are (1) brevity; (2) the student will not "learn them backwards" as is too often the case with the "indirect before direct when pronouns precede, and direct before indirect when pronouns follow" rules; (3) they apply both to cases where the pronouns precede and follow the verb.

These rules do not, of course, cover the case mentioned above, where the direct object pronoun is a first or second person pronoun, or the reflexive third person. However, the "*I shall introduce you to him*" sentence is by way of being a grammarian's pet. It is relatively unimportant and should certainly not be taken up until long after the student has become thoroughly used to the correct placing of two conjunctive pronouns (really not until the third year). At that time it will offer no difficulties if associated with the very few verbs that offer possibilities for using such combinations of pronouns (me to him, us to them, himself to me, etc.) The verbs are *to introduce, to lead, to take, to bring, and to carry*.

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## • Research and Methodology •

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*Department conducted by Assistant Managing Editor, JAMES B. THARP, Ohio State University, assisted by HARRY J. RUSSELL, Miami University and Mrs. CLARA BRESLOVE KING, with the cooperation of the Committee on Modern Languages of the American Council on Education. All the abstracts below not initialed by others were prepared by Mrs. King.*

### MODERN LANGUAGE TEACHING ABSTRACTS

#### EDUCATION

*Education*, Vol. LIX: 493-501 (April, 1939), Mercier, Louis, J. A.: "The Organization of Cultural Reading Programs in Modern Languages for the High School: The French Program."

The writer calls attention to the need for organizing the reading course into a dynamic whole in the same way in which efforts have been made to integrate the linguistic portions of the course in terms of objectives. The reading program should be limited to masterpieces; however, power to read should be built up in a preparatory period during which materials should be selected, not for their content but for their value in training reading skills.

The writer makes some interesting suggestions with regard to the choice of materials for classes throughout a four-year program, pointing out means of integrating the linguistic, literary, and cultural aspect of the work.

*Ibid.*, pp. 501-510 (April, 1939), Allan, Gordon B.: "The Spanish Program."

A graded reading program for Spanish, in which each year above the elementary level is treated as if it were terminal and contains graded selections of both modern and earlier Spanish literature. A wide choice is indicated for each level in order that, as early as the second year, the pupil may become acquainted with the realistic novel, epic, and drama, as well as with the South American novel. The materials for the first two years are graded by two- or three-month periods and each work is briefly characterized. The program represents the judgment of several high-school and college teachers as to the nature of an adequate secondary school reading course in Spanish.

*Ibid.*, pp. 510-14, Hawkes, J. Mac L.: "The German Program."

The writer calls attention to the difficulties of organizing an organic and well-integrated plan for the study of German at the high-school level: (1) German is a more difficult language than the Romance tongues, and consequently requires more time spent on paradigms, constructions, word study, and vocabulary building; (2) German literary works corresponding to worthwhile French works are written in a German generally above the level of the ordinary high school pupil and various genres present unequal difficulties of style; (3) the problem is complicated by the apparent divisions between the vernacular and the literary language and between the various groups of the *Schriftsprache* itself. For these reasons, the program must include a certain amount of informational background and sufficient introduction to good German literature to encourage the student to continue literary and cultural study. Materials are suggested for the first four years.



It is suggested that in the second year separate texts be utilized as much as possible for the purpose of arousing student interest. If White's findings with regard to Spanish vocabulary hold for German, such advice is all the more valuable, in view of the need for reading several works, rather than one, to get the maximum experience with the desired recognition vocabulary. It is the writer's opinion that the second year should be devoted primarily to word study. During this time the pupil can acquire only some conception of the division of German into two types of language and an acquaintance with some fairly easy modern material. The third year may be devoted to some real German literature and the fourth to historical and literary works of increased difficulty. Thus the student should begin college German with reading ability plus some insight into German literature.

*High Points*, Vol. XXI: 67-69 (January, 1939), Abramowitz, Noah: "Some Reasons for the Poor Results in the Comprehension of Foreign Languages."

A study made to determine: "(1) whether foreign words which are assumed by authors of reading texts as unnecessary to explain because of their similarity in form to English cognates are really recognizable by the students, and (2) whether the students know the meaning of these English cognates." From the first five stories of each of three unspecified Spanish readers, the writer of this article selected an unstated number of words supposed by the textbook-makers to be recognizable cognates, omitting those words which were spelled exactly as in English or differed only by one letter. A test made up of these Spanish words was then administered to two beginning Spanish classes during the final week of the term; group x consisted of "second-language" pupils, group y of first-language pupils, with repeaters excluded from the test. Exact meanings or even correct parts of speech were not required for a correct score. A second test consisting of the English cognates of the Spanish items was administered and the data are presented for tests 1 and 2 in Table I below.

A similar test was devised and given to two fourth-term Spanish classes. The test items consisted of words which the editors of a popular reader had not included in the vocabulary preceding each chapter on the assumption that the association between the Spanish and English forms was apparent. The results are listed in Table II.

TABLE I

	Test 1	Test 2
Class X	53%	83%
Class Y	56%	83%

TABLE II

	Test 1	Test 2
Class A	36%	62%
Class B	38%	70%

It is apparent that the unwarranted assumption on the part of many textbook editors that foreign language pupils are aware of cognate relations and indeed, even of vernacular meanings, is an important factor in reading comprehension failures. The writer finds that the marked differences between tests 1 and 2 in each case might be reduced by a definite instructional attempt at word-building including a knowledge of relative prefixes and suffixes and changes between the vernacular and the foreign language. He thinks that the failure of the second-language beginners' group to surpass the first-language group may be attributed to insufficient training in noting such relationships in earlier language study. The writer's conclusions are in harmony with his earlier findings and with those of Fletcher. The value of the present study is lessened by the absence of more accurate data with regard to the exact materials used as a source for the test items, the exact number of test items, and finally by the vagueness of the statistical presentation (e.g., does he mean that 53% of the pupils in Class X made a completely correct response in Test 1, or does he mean that all, or an average, or a median of the class responded correctly to 53% of the items?).

*Ibid.*, pp. 22-25, Klein, Adolph: "Failure and Subjects Liked and Disliked."

As a part of a survey of the heterogeneous student-body of a high school (Haaren High School, New York City) which offers such varied courses as: academic, general, commercial, dressmaking, aviation, automobile mechanics, etc., the following data were gathered regarding the most liked and least liked subjects and their relation to subject failures. (1) The vocational subjects were voted the best liked and the academic subjects the least liked. (2) Of 36 subjects listed in the order of the percentages of pupils enrolled who liked each most, Latin ranks eleventh with 22.1%, French twenty-first with 13.3%, Spanish twenty-fourth with 10.8% (no other foreign languages are offered). (3) When listed in order of most disliked subject, French ranked fourth (following Mathematics, Accounting, and Economics, in that order) with 25.4% of those enrolled disliking it most, Latin fifth with 23%, and Spanish eleventh with 16.6%. (4) In a scholarship record showing the number of pupils enrolled in each subject and the number and percentage failed, the highest percentages of failure occurred in the following subjects: Mathematics—46%; Spanish—35%; French—31%; Latin, strangely enough, falls in eleventh place with 21% of failures, although this low percentage may be partially explained by the small number electing the subject (122) as compared with other enrollments and with a possible selective process thereby affecting attitudes and attainment in the subject. (5) The subject least liked was failed by the most students, and the first 16 subjects on the least liked and on the failure list were the same, although with the exception of mathematics (first place on both lists) not in the same order. (6) Among these sixteen subjects are represented virtually all of the usually required secondary-school academic subjects.

The writer points to the need for adjusting the content and conduct of these courses to the needs of pupils primarily interested in vocational training, and to the need for a study of the causal relationship between subject preferences and subject failures.

*Ibid.*, pp. 31-38 (May, 1939), Ackerman, Arthur S.: "Reading before Grammar, an Experiment with a Reading Method in French."

The writer points out the discrepancy between the reading aim formulated by the New York City Syllabus in foreign languages for the two-year course and actual teaching practices which are strongly influenced by the Regents' examination emphasis on grammar and four-fold attainment. Because of this emphasis on grammar in instruction, the writer has "yet to meet the substantiated claim that students who have completed the present two years' course in modern foreign language have developed to the point of enjoyment the ability to read the language." The writer attempted in the experiment described to: (1) develop the ability to read French through abundant reading; (2) discover whether greater progress can be made in the study of French if grammar study follows instead of precedes a period of reading—reading which in this case is far more abundant than usual; (3) "discover whether a representative group of high school students under conditions prevailing in New York City can in two years attain the chief aim of the New York City Syllabus and the Regents' aim with its chief emphasis on grammar, by the method in (2) above." The evaluation of the "representative" class of 40 students which remained together for the whole two-year period would have to be judged in the light of data regarding the rest of the school which are not provided by the reporter. The pupils in question ranged in age from 13 to 15 years, had an average intelligence quotient of 103, and one-half of them were retarded from 2 to 5.5 years in ability to read English with comprehension. About one-third of this group which hardly seems either above-average or even average was taking French as a second foreign language.

The first three weeks of the course were devoted to a discussion of France and of French, and to getting an "oral introduction to reading through pronunciation, conversation, Gouin

series," etc. In the early period, oral work was stressed with much oral reading, memorization, and question-answer work in French. Reading was then introduced and sections of various graded texts were assigned in order to provide ample plateau material, since any one book introduced new vocabulary at too rapid a pace for the group in question. After the first two months, the class time was devoted almost entirely to silent reading practice. Grammar phenomena were treated as vocabulary phenomena and only as needed for understanding of the reading. By the middle of the third term, the group has read 500 pages intensively and from 300-500 pages extensively. Because of pressure of the need for preparing for Regents' examinations, systematic grammar study was introduced in the third term (based on lessons devised by the instructor), and in the fourth term, the entire time was devoted to the study of grammar, dictation, and aural comprehension exercises. Therefore, the total amount of reading for the four terms did not reach the amount to be expected in the light of the early attainment, but nevertheless ranged from 875 to 925 pages with voluntary supplementary reading adding up to 200 pages.

Achievement in aural comprehension and in cultural understanding surpassed that of other classes, as judged in the first place by Regents' examinations, and in the second by the teacher's opinions.

The experimental group surpassed in vocabulary attainment a normal group which had had two additional semesters of study, although the experimental group averages fell below national norms for both vocabulary and silent reading and below the attainment of other pupils at the same level in the school on the Regents' examination. The writer therefore concludes that for the class in question, the two-year course was not sufficient to attain both the reading and the Regents' aim. The writer is justified in his insistence on further experimentation to test the value of the proposed grammar-before-reading procedure. Nevertheless, in view of the handicaps experienced by the experimental pupils, their attainment was of a sufficiently high quality, especially when we take into account the increased amount of reading, cultural material, oral-aural attainment and improved attitudes toward language study, to substantiate the writer's conclusion: (1) the method would function more effectively if grammar requirements on Regents' examinations were reduced; (2) "under conditions prevailing in New York City schools, even with Regents requirements unchanged, this method would be excellent in a three-year course" (first three terms, abundant reading; terms four-five, systematic study of grammar three days a week and reading twice weekly; term six, reading, grammar review, writing). The present experiment represents one of the few efforts to utilize experimentally a "reading" method.

*Journal of Higher Education*, X: 175-181 (April, 1939), Coleman, Algernon:  
"A Decade of Research in Modern Language Teaching."

An inventory of progress in modern language methodology based on the materials summarized in the first and second volumes of the *Analytical Bibliography*. Increased activity in the field is evidenced by the fact that the first volume (1927-32) summarizes 570 items, whereas the second (1932-37) summarizes 1,125. Although not all of the studies reported are significant, there are a considerable number which make valuable contributions to the consideration of such topics as "aims and achievement," "prediction of success," "transfer of training," "age of beginning," "placement," "reading," "vocabulary and idiom," "grammar," "cultural values," and "measurement of attainment."

There is a striking lack of materials on "oral attainment" and "method," which may properly be attributed to a lack of meaningful evidence on these two important problems. Under the heading "method," all evidence points to the validity of the principle of specific practice, that is, a definite correspondence between the degree of emphasis on a given type of activity and the outcome in terms of knowledge and skill.

The results of studies grouped under the other headings indicated may be summarized as

follows: (1) While no predictive measure has so far been devised which makes it possible to single out in advance the individual who will succeed or fail in language study, such factors as general standing, IQ, attainment in English reading, vocabulary and spelling plus the score on one of the better foreign language aptitude tests should indicate whether the prospective beginner is a "fair risk." (2) There is no real evidence of automatic transfer; desirable goals can apparently be attained only through specific efforts to that end. (3) While it is probable that young pupils gain relatively more in oral facility, the bulk of the data show that students in the later high school or college years succeed better in "terms of the kinds of measuring instruments usually applied than do younger students." (4) Placement on the basis of test results rather than of time spent in language study is extremely advantageous. (5) Although most teachers affirm that reading ability is their major aim, the amount of reading experience afforded most students is too limited to offer much hope of satisfactory attainment in this ability. Progress in this direction should be, and in some cases is, facilitated by the utilization of evidence regarding the most useful words for reading the foreign languages. Further aid in this direction should be forthcoming from such syntactical studies as that by Keniston for Spanish and those under way for French and German. (6) While emphasis on cultural aspects is desirable, "it remains . . . to settle some canon of what is to be included and some standard of the degree of learning, so that the modern language class may not be converted into a class in history and geography." (7) The last decade has seen definite improvement in textbook materials and in achievement testing, although adequate measures are still lacking for progress in oral and aural attainment. (8) Modern languages must prove that they achieve progress toward the linguistic aims professed by teachers, if they are to hold even their present modest curricular place.

The results of the work of the last decade show that the amount of subject matter can be reduced in the introductory stage without corresponding loss of power and they also indicate what the minimum essentials are with regard to subject-matter and aims. "And while no 'method' springs from these findings fully accoutered for the classroom, as Minerva was, whether for warfare or for the council chamber, it is no small gain to have forged the weapons and to be able to envisage more clearly the purposes for which they may profitably be used."

The article represents not only a valuable summary of progress in the last decade, but also the last utterances of one whose contribution to progress in modern language methodology was outstanding over three decades of instruction, research, and publication.

*Secondary Education*, VIII: 3-6 (January, 1939), Tharp; James B.: "General Language—an Appreciation Course in the Study of Foreign Languages."

Music teachers have developed "appreciation" courses for non-performers in which pupils "listen to all sorts of samples, compare this and that. Learn to pick out certain parts, recurring phrases, musical moods. Hear stories about music, persons, instruments, writing. If possible start some performing activity; perhaps try several to find the one you like." From masses of appreciators spring hundreds of amateur performers and a few artists. The higher the skill the higher the range of appreciation.

Can there be "appreciation" courses on a non-performing basis in modern foreign languages? "There is rapidly developing a demand for an orienting, non-performing course in the language arts, taught in the medium of English, which surveys the contributions of other languages and cultures to our own language and culture." There are ten or twelve "general language" textbooks in print and many courses which organize materials from reference sources. Such courses may yet be contrived to develop "appreciators" of the language arts among whom we should find amateurs who can read and listen and a few artists who can perform creatively in a foreign language.

J. B. T.

*Modern Language Forum*, XXIV: 29-31 (March, 1939), Hatfield, S. Margaret: "An Experiment With a Reading-Course."

Description of a "reading-course" in junior college Spanish from which were omitted written work, composition, and memorization. Where the student found it difficult to get the thought from the printed page through Spanish, he was directed to translate into English. Since the 20 students varied in preparation from one year in college to as much as four in high school, three minimum standards were set up with regard to difficulty and amount (one, two, or three years of preparation) of reading required in addition to the three texts and one supplementary book required of all. Classroom technics varied but included practice in oral reading, silent reading, listening to Linguaphone records while reading silently, development of a recognition vocabulary by study of derivatives, etc., and systematic testing or reporting in English (in Spanish for advanced students) on materials read. By the end of the first six weeks, the twenty pupils had read a total of 8514 pages, with an individual range of from 215 to 913 pages, and an average of 425 pages. In addition to growth in silent reading comprehension, students gave evidence of increased fluency of pronunciation, growth of interest, and of cultural understandings and appreciations. If such attainment can be substantiated by objective test results, it would seem that such a procedure is particularly valuable in heterogeneous foreign language classes.

#### FRENCH

*French Review*, XII: 195-208 (January, 1939), Landré, Louis: "Les Nouvelles Tendances dans l'Enseignement des Langues Vivantes à la Fin de 1938."

On the basis of a table indicating the nature of the curricula in the various types of secondary institutions in France (*lycées* and *collèges*, *écoles primaires supérieures*, and *écoles professionnelles* and *techniques*) in which are enrolled students between the ages of about 11 and 19 years, the writer makes certain general observations regarding French secondary education.

Certain marked changes may be observed since the war and particularly in the last few years, in which democratic influences have resulted in greater unification and coordination between the type of education offered by the lycées and collèges on the one hand and by the *écoles primaires supérieures* and the technical schools on the other hand. In order to provide wider educational opportunities for all economic levels on a more equitable scale, collèges and lycées have become tuition-free and in the last year, "orientation" classes have been instituted in the first year of the various types of secondary schools in order to discover aptitudes for the various curricula, classical, modern, or technical. Very few changes have been affected in the technical schools. The *écoles primaires supérieures* (E.P.S.) are an interesting and recent development under the Third Republic. In the lycées and collèges where the student population has increased greatly, since 1937-38, students may choose to enter "Quatrième A" which offers Latin plus two modern languages as distinguished from Quatrième A (Greek and Latin), from Quatrième A (Latin without Greek) and from Quatrième B (two modern languages).

A detailed account of the modern language offerings in the various secondary institutions may be summed up as follows: (1) A rather brief course (reduced sometimes to two years for normal school students who begin a new language and for certain students in complementary courses) generally of three years' duration (E.P.S.) and *écoles techniques*) and sometimes as long as four or five years. (2) The normal period for all students in lycées and collèges is seven years. (3) Study of a second language while studying the first language may be reduced to two years in certain courses of the E.P.S. and of the technical schools, but usually lasts for four or five years in the lycées and collèges in courses where two modern languages are offered. Classes usually meet three times weekly and consist of some eighteen pupils.



English is now the first foreign language in importance, with German regaining some of its pre-war popularity and Spanish and Italian being offered as "second languages." Arab is offered in certain large cities and in North African possessions. Whereas the pure direct method was the approach before the war, in recent years the vernacular has been used to some degree in instruction and more stress has been laid on foreign civilization and literature. The writer notes that there is much less regard for frequency data on vocabulary and for theoretical phonetics in France than in the United States. Grammar receives much more emphasis now than under the direct method regime. Study of literary masterpieces begins earlier than in the United States, although the teaching of "civilization" material seems to resemble that popular in the United States in the realia, preintegration days.

The article concludes with comments regarding the importance of the modern languages in the various levels of French education and with a description of the requirements for the teaching degrees and certifications.

*Ibid.*, pp. 323-348 (February, 1939), Olinger, Henri C.; "Methodology in Language Teaching."

On the basis of some thirty-five replies to a questionnaire submitted to modern language "methodologists" throughout the United States, the writer draws the following conclusions regarding the progress of modern language methodology. Most institutions do not offer more than two courses in professionalized subject matter, largely because "few departments see fit to have a specialist who would devote the whole or even the major part of his time to methodology." Of twenty-five institutions, only six offer full term courses in methodology, while nineteen offer semester courses. Methodologists, with a few notable exceptions, are not as active as they should be in participating in teacher conferences and associations, in participating in research projects or in publishing pertinent materials. A question regarding the type of courses which should be added to modern language teacher training departments evoked responses indicating that methodologists have in mind for the most part courses in methods; advanced oral work; including composition and stylistics; grammar; courses in literature; history and civilization.

The article provides numerous other interesting expressions of opinion regarding the situation as it exists and desiderata for the ideal means of training teachers of modern languages, especially French.

*Ibid.*, pp. 316-322, Girard, Daniel: "Languages in Progressive Schools."

On the basis of visits to classes and interviews with teachers in progressive schools in New York City, the writer concludes that foreign languages are "still being offered in progressive schools," and that every progressive school "worthy of its name" includes at least one foreign language in its program. Such schools, instead of attempting to abolish foreign language study, have reformed and vitalized it and teach the "living language." Progressive schools frequently use general language courses and prognostic testing results to enable pupils to make an early selection.

Characteristic features of the foreign language procedure in progressive schools are: (1) more insistence on the spoken language than is usual, in addition to the "taken-for-granted reading phase"; (2) less formalism in the classroom; (3) greater pupil-activity; (4) individual attention from the teacher and freedom to progress at individual pace with special work in individual weaknesses; (5) diversity of materials used in instruction; (6) unusually competent teachers.

Among the weaknesses noted in the teaching in progressive schools, the writer notes: (1) too much time spent on oral phases at the expense of reading; (2) the frequent assumption that grammar essentials and vocabulary learning should be slighted because not intrinsically interesting.

## GERMAN

*German Quarterly*, Vol. XII: 61-70 (March, 1939), Weisert, John J.: "Foreign Languages as Mental Discipline, a Survey."

A brief survey of the status of the doctrine of "mental discipline" from the beginning of the present century to date, with particular attention to experimental evidence on transfer of training, in which the most experimentation has been done. Drawing on the outstanding pertinent literature the writer points out certain definite tendencies in educational publications based on changing attitudes toward this problem.

"At the beginning of the present century, the important questions were not whether or not there was such a thing as mental discipline, but rather, what subjects could best promote it. . . . By 1920 it seemed evident that the old system had broken down because of the shock of the war and the growing favor of such innovations as activity schools and child-centered curricula, and a new one was in the process of evolution. The concept of general mental discipline was forsaken by many, who preferred to follow the rather atomistic psychology which proclaimed that "the weight of evidence pointed to specificity of learning. In the twenties, Thorndike's work in transfer of training pointed to the conclusion that there is no reason to expect any large differences in general improvement of the mind from one study rather than another. Under the name of transfer of training, the concept of mental discipline was narrowed down to specific traits which were thought by some to be able to transfer by the study of particular subject-matter. Here, opinion was not unanimous with regard to the actual existence of transfer, the extent to which it operated, or whether it was automatic or not. Despite the condemnation of the concept in the twenties, there has been an apparent return to its premises in the thirties in the utterances of Judd (and others, *Education as Cultivation of the Higher Mental Processes*, 1936) who concludes that "at the higher levels, transfer is typical, not exceptional. . . . The psychology of the higher mental processes teaches that the end and goal of all education is the development of systems of ideas which can be carried over from the situations in which they were acquired to other situations." (pp. 200-201, *passim*.) Bagley and the Essentialists have stressed the need to return to the logically organized, "hard" subjects for their value as mental training.

*Ibid.*, pp. 71-80, Blancké, Wilton W.: "General Language as a Prognosis of Success in Foreign Language Study."

The idea of a general language course is largely the product of the last decade, and there is no general unanimity of judgment as to the nature and aims of the course, nor is there any scientific data regarding who should administer the course, at what grade level it should be offered, and for how long. "It is administered more frequently by the foreign language department, but sometimes by the English department. It is given variously for one semester, for one year and for two years. It appears in different localities in the seventh, eighth, and in the ninth, and in the tenth grade, but most frequently in the eighth, because the opinion is crystallizing that the course is best adapted to the adolescent level and finds its greatest usefulness as a gateway to language study."

The trend is away from stress on prognosis and toward orientation and terminal purposes. The general language course, a general survey of the development and origins of human speech, with special reference to the interrelationships of the Indo-European languages, is widely approved.

The time has come to evaluate scientifically the worth and aims of the general language course and to determine with some attempt at uniformity its subject matter and administration. The writer is of the opinion that the real worth of such a course will lie in its "synthesis of the language arts, in its presentation of language as . . . human communication," rather

than in its prognostic value which will emerge as a "non-essential, as a by-product, and as only one of several factors contributing to that end."

*Ibid.*, pp. 81-84, Kaulfers, Walter V.: "Prognosis and its Alternatives in Relation to the Guidance of Students."

A survey of investigations of the problem of prognosis leads the writer to conclude that "prognosis as a panacean solution to foreign language problems is destined long to remain in the limbo of wishful thinking." Among the most glaring weaknesses of such tests are the facts that mere possession of "language talent," even if a perfectly valid test of foreign language aptitude existed, would give no indication of the efficiency with which it would be capitalized in actual language study and that "it is inconceivable that any one test, however comprehensive, could predict achievement in a field in which such a variety of methods, materials, and objectives abound." That this last point is incontestable is evident from the fact that prognosis tests which originally yielded substantial correlations with achievement in the courses on which they were standardized, have subsequently yielded no more than insignificant correlations with achievement in curricula based on different methods, "approaches," and textbooks.

"The failure of prognosis tests to provide an adequate basis for educational guidance in the foreign languages has led to a shift of emphasis in the direction of curriculum re-orientation. All the evidence from objective investigations tends to show that nothing can be depended upon to predict success or failure as reliably as an actual try-out in the foreign language. . . . As an alternative to the elimination of pupils on the basis of prognosis tests or other predictive criteria, the expansion of the foreign language curriculum in the secondary school to include offerings in the field of language appreciation, world literature, and foreign cultures, comparable to those which have long been a part of the regular offerings of this outstanding university foreign language departments undoubtedly deserves consideration." Kaulfers warns that unless such alternative offerings are made available to those pupils whose "ability to learn a foreign language in terms of abstract grammatical concepts is limited," prognosis will mean no more than reduction of foreign language enrollment with consequent weakening of the curricular status of modern language study.

*Monatshefte für Deutschen Unterricht*, Vol. XXXI: 46-49 (January, 1939), Goedsche, C. R.: "German Composition and Conversation."

The writer has found that low registrations in the usual composition and conversation course results from the fact that students are discouraged by the traditional textbooks and procedures which emphasize grammar and written composition and slight training in idiomatic conversation. The writer prepared a course which has resulted in greatly increased student interest. He wrote a text (*Wie Gehr's*, 1938) in which, beginning with the first lesson, the stress is placed on idiomatic speech and which aims at a practical application instead of a theoretical knowledge of grammar.

The writer describes in some detail the successful course devised by him which includes beginning with the known, using an every-day vocabulary, and training in aural-oral facility through the use of fixed dialogues.

*Ibid.*, pp. 96-103 (February, 1939), Purin, C. M.: "A Year's Course in Foreign Civilizations for High School Students."

Because the usual two-year course is by necessity devoted chiefly to the development of various linguistic skills, there is too little time to give more than a fragmentary introduction to the foreign civilization. Therefore, one-year elementary courses in foreign civilizations should be offered in English and should be open to any student whether or not he intends

to continue with foreign language study subsequently, although such a course should not count "toward absolving the language requirement for a college degree." The writer suggests the following topics and phases for such a course: (1) Motivation; (2) How the foreign immigrants contributed to the cultural and economic development of the United States; (3) What the foreign peoples have contributed to the general culture of the world; (4) A comparative study of the government and institutions of the foreign country and the United States; (5) Ethnical and linguistic relationships between the foreign people and the United States; (6) The foreign country; (7) The foreign people; (8) As an integral part of the course, the last seven or eight weeks should be devoted to the introduction into the foreign language.

The advantages of including such a course offering in the various modern language departments would be: (1) They will meet the demands of curricula-makers for social values in language work; (2) They will stimulate able students to continue foreign language study and serve as a selective agency for the elimination of students of meagre ability; (3) "They will unburden foreign language teachers of an impossible load in the regular language courses and allow them to concentrate on the teaching of the foreign language (and, incidentally, of English grammar)"; (4) They will offer to non-foreign language and non-college continuants valuable training in citizenship and international understanding. (Cf. Purin, *German Quarterly*, May, 1939.)

#### SPANISH

*Hispania*, Vol. XXII: 97-100 (February, 1939), Lieb, Michael and Huebener, Theodore: "Foreign Languages in the Elementary School."

One way to combat the crowding out of foreign languages from the high schools is to extend their study downward into the elementary field, as is now being done so successfully in New York City. Parents wholeheartedly support such a project. It is a way in which talented children are given the chance to enrich their lives and to add to their pleasure by thorough mastery through more extensive study than is now possible. Foreign language classes on the elementary level in the New York City schools are confined to students who have an Intelligence Quotient of 130 or over.

These elementary classes are profitable because they provide for a longer uninterrupted course of instruction; they prove that the young pupil is capable of learning foreign languages; they enable the most capable pupils to study the most cultural subject in the curriculum; and they increase our own clientele and thereby our prestige.

H. J. R.

*Ibid.*, pp. 19-30, Mosher, Roy E.: "Merits and Defects in Modern-Language Teaching."

The outstanding "merit" of the New York system is the manner in which the schools are protected against teachers who do not have an adequate preparation in the language. The state requires a "teacher's provisional certificate" and a "temporary certification of approval of oral work" in the language. Another good feature is the "Regents' examinations." The reading objective is emphasized in these examinations. They also include "civilization" questions. Meetings of teachers of a certain zone or county where speeches, panel programs, and round-table discussions are conducted are of inestimable value. The "teacher clinic" or "visiting day" helps improve many of the teacher's teaching techniques.

"Defects" of the system are listed as: lack of teacher preparation in the subject; lack of imagination in the teacher who teaches according to rules; the combination of first and second semester classes; too much or too little individualized instruction; and the tendency to make the reading objective too exclusively the aim.

The most effective teachers use the foreign language as the language of the classroom.

H. J. R.

*Ibid.*, pp. 240-243 (October, 1939), Lyndall, Elsa M.: "Intracurricular Spanish Club."

Because the number of extra-curricular organizations per student is limited in small colleges, the author found that the Spanish classroom club solved the problem of correlating other work with Spanish.

The club was carried out with much enthusiasm. Each member was given a Spanish name, Spanish songs were sung, holiday parties given, fields trips held in which the members learned about trees, flowers, etc. Popular songs, both Christmas and otherwise, were translated into English, a club flower chosen; vocabulary-building games were popular, and book reports on Spanish civilization were given.

H. J. R.

*Ibid.*, pp. 263-265, Swain, James O.: "The Teaching of Latin-American Literature."

Increase in interest in Latin-American literature is due to the Spanish civil war, the Pan-American Union, and the establishment of the Institute of Latin-American Studies.

Desirous of learning the place of Latin-American literature courses in Spanish departments, the author sent a letter asking for such information to 115 colleges and universities of which 61 sent replies. Of these, 48 were given courses in Latin-American literature. Eighteen of these courses were given in eastern colleges, 16 in mid-western schools, 14 in the South, and 13 in the West. The findings tabulated are reported as suggestive and not at all complete.

The author suggests that we cooperate with other departments who do work that touches on Latin-America, and that we try especially to concentrate our efforts on the literature of one country of that continent.

H. J. R.

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## • Meetings of Associations •

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THE fourth annual convention of the Louisiana College Conference held in New Orleans, March 7 and 8, with Loyola University as the host was the occasion for a very successful meeting of the Modern Foreign Language Group of the growing organization. Professor Charles I. Silin (French) of Tulane University, Chairman of the group, presented the following program:

1. Morituri—Professor J. T. Krumpelmann, Louisiana State University. Discussion opened by Professor Lydia E. Frotscher, Newcomb College.
2. The Place of Modern Languages in the College Curriculum—Professor Paul M. Spurlin, Louisiana State University. Discussion opened by Professor Lionel C. Durel, Newcomb College.
3. The Place of Modern Languages in the Secondary School Curriculum—Mr. Lionel J. Bourgeois, Assistant Superintendent in Charge of Instruction, New Orleans Public Schools. Discussion opened by Rev. Louis G. Soniat, S.J., Loyola University.
4. Montaigne and Vives as Educators—Dr. William F. Smith, Tulane University. Discussion opened by Professor R. E. White, Centenary College.
5. Business Meeting.

The attendance, the largest ever present at this group meeting, was forty-eight, showing the following distribution: French 21, Spanish 9, Romance Languages 8, German 10. The auditors gave the speakers close attention, participated in and enjoyed the discussion and *mirabile dictu* stayed through the entire three-hour program.



The following officers were elected to serve for the year 1941-42:

Chairman: John T. Krumpelmann, Louisiana State University.

Vice-Chairmen: Miss Eve Mouton, Louisiana State Normal, Vice-Chairman for French; Mother Mary Magella Rivet, Ursuline College, New Orleans, Vice-Chairman for Spanish; Miss Lydia E. Frotscher, Newcomb College, New Orleans, Vice-Chairman for German.

JOHN T. KRUMPELMANN

#### FOURTH ANNUAL JOINT MEETING

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS AND  
THE AMERICAN CLASSICAL LEAGUE IN COOPERATION WITH  
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

*Tuesday, February 25, 1941, 2:15 P.M., Chelsea Hotel,  
Atlantic City, N. J., Como Room*

THE fourth Annual Meeting in the department of the American Association of School Administrators of the N.E.A., given under the joint auspices of the American Classical League and the National Federation of Modern Language Teachers, was held in Atlantic City on February 25, 1941. The Como Room of the Hotel Chelsea was the gathering-place and the hour was 2:15. Professor Tanner of New York University presided, and in the absence of the Secretary of the joint committee, Mr. Pitcher, Professor French, Secretary of the National Federation, was asked to serve as secretary pro tem of the meeting.

The members of the committee who arranged the program of this annual meeting were as follows: Professor Rollin H. Tanner (Chairman), New York University; Professor Wilbert L. Carr, Teachers College, Columbia University; M. Julia Bentley, Hughes High School, Cincinnati, representing the American Classical League; Mr. Stephen L. Pitcher (Secretary), Board of Education, St. Louis; Mr. William Milwitzky, Supervisor of Languages in the Newark high schools; Dr. Wilton W. Blancké, South Philadelphia High School for Boys, representing the National Federation.

Local arrangements were in charge of a committee headed by Ada F. Dow, Head of Language Department, Atlantic City High School.

Following is the program:

Presiding: ROLLIN H. TANNER, New York University.

FOREIGN LANGUAGES IN LIFE: Dean Henry Grattan Doyle, George Washington University.

FOREIGN LANGUAGES IN THE CURRICULUM: Mr. William Milwitzky, Supervisor of Modern Languages, Newark.

FOREIGN LANGUAGES IN THE CLASSROOM: Dr. John F. Gummere, William Penn Charter School, Germantown, Pa.

FOREIGN LANGUAGES FROM THE STANDPOINT OF THE ADMINISTRATOR: Superintendent David E. Weglein, Baltimore Public Schools.

#### DISCUSSION.

In a few well-chosen remarks Professor Tanner prefaced the messages of the speakers by calling to our attention the precarious position of the foreign languages at the present time in our educational set-up. One reason, he thinks, for the questioning of the value of work in the foreign languages is the fact that the study of a foreign language demands more intellectual effort than the pursuit of most other subjects and, unfortunately, anything that is difficult has become unpopular both with students and with many so-called progressive educationists. It is the function of this joint committee through these annual programs to keep alive interest in the study of languages.

A review of the remarks of the four speakers on the program follows here, and their papers will be printed in later issues of the *Modern Language Journal*. May it be said that these papers were extremely interesting and profitable, and they provoked extended and worthwhile discussion when the meeting was thrown open to the audience which included superintendents, supervisors, principals and teachers from various sections of the country.

The meeting adjourned at 4:15.

Respectfully submitted,

CHARLES W. FRENCH  
*Secretary pro tem*

#### DIGEST OF PAPERS AND ADDRESSES

1. Foreign Languages in Life. A paper read by Dean Henry Grattan Doyle, George Washington University, Washington, D. C.

Language, memory, and number sense are so interwoven with all civilization, all decent human living, as to make opportunities for language and number experience and the development of historical perspective essential parts of any educational program looking toward the development of free men and women in a democratic society rather than toward the preparation of mere human cogs in a regimented economic, industrial, or political system.

The practical and cultural advantages of foreign language skill and experience are more and more evident in a world concerning which it is now a commonplace to remark that "oceans have shrunk," and that aviation and the radio are rapidly levelling all the physical barriers between peoples.

In such a world, knowledge of foreign languages obviously is a practical asset of primary importance not only to individuals but to the nation. But aside from these obvious values in international economic, political, and diplomatic relations, in business and travel, in science and scholarship, in fine arts and music, there are other values that are cogent reasons for including foreign languages in the program, even for those who may subsequently have little or no opportunity to use foreign languages "practically," or those whose foreign language experience may be so limited as to make the attainment of anything approaching mastery of the language doubtful.

Among these general or residual values for all students are: better social understanding through acquaintance with foreign civilizations and foreign ways of thought and expression; increased international good will and tolerance; more analytical and objective appreciation of our own language and culture resulting from study of others; growth in intellectual power through rethinking one's experience in other terms; improved command of English through better understanding of the use and meaning of words and constructions resulting from comparison with other forms of expression; and development of new and wider interests which may contribute to the more profitable use of leisure time.

The study of a foreign language provides a unique personal and educational experience that no other study can replace; even study of the mother-tongue or of "general language" cannot supply the equivalent of this experience. Ability to look at ourselves, our ideas, our life, our civilization objectively, "from outside," from a detached point of view, is extremely difficult of attainment. For this reason the wise physician when ill sends for another physician to "look him over"; the personal or educational counsellor whose own child is a "problem" wants another expert to try to find the solution.

There is some reason to believe that educational leaders are beginning to realize the importance of language experience—both in the mother-tongue and in foreign languages—in the development of the type of individual that democracy must develop if it is to survive. If so, we shall no longer have to labor under the disadvantages in the present highly concentrated world to which our relative indifference to foreign language study here in the United States has subjected us.

2. Foreign Languages in the Curriculum. A paper read by Mr. William Milwitzky, Supervisor of Modern Languages, Newark, N. J.

Courses of study in the American secondary schools divide into two unequal parts, following as they do two divergent sets of objectives. The first, the older, of these objectives aims to prepare the students for a further or more advanced cultivation or utilization of the knowledge and the power required with that specific end in view. The other, for non-college-preparatory students, hence for the great mass of them, aims to share through the teaching of a particular subject (in our case, the foreign languages) the kind of education that is accepted by the educators of America as basic for the American democratic way of life. It is still the duty of our secondary schools to prepare a fraction of our youth for college. The foreign languages in this part of the curriculum are taught for their mastery and are taught well. The number of eminent linguists and philologists has been very great and their reputation international. To render it impossible or even inadvisable to prepare for future scholarship in the field of foreign languages, here in America, is unthinkable. Especially would it be disastrous to do so now, when free learning and free teaching have become crimes in other countries of the world.

The study of a foreign language for even its relative mastery, also opens, and is bound to open in ever greater measures, the way to occupational opportunities. Leisure travel is now restricted to the western hemisphere. For that very reason and because of the new and great intimacy in cultural as well as economic relations, the number of American tourists and of Spanish and Portuguese speaking visitors is large and on the increase. Under these circumstances a reading knowledge, at least, of foreign languages is essential to the smaller groups of secondary school pupils and useful to almost all.

However, the study of a foreign language is not restricted to those who are aiming at mastering that language. There are, in the mere process of the study, and in the foreign language items that constitute the foreign language classroom lesson, those very elements that educators have judged to be at the basis of education for American democratic community living. The surrender value of such socialized foreign language study is redeemable at any period of such study. This contribution is *sui generis*, and, to forego that additional reinforcement of the general and basic educational aims on the secondary school level is, to say the least, short-sighted.

What are some of these elements? (1) The clarification of the English words, phrases, and structures, and the discovery of unknown or ignored shadings of meanings, through the juxtaposition with their foreign cognates. (2) The inculcation of the habit of visualizing, so important in this "language learning business" and so blithely ignored in the vast number of English classes. (3) The achievement of clearer thinking, through an analysis, even on the pre-high school level, of the implications in the foreign and the English terms. (4) The concomitant acquisition of the habit and the power for clearer and more efficient speech.

3. Foreign Languages in the Classroom. An address by Dr. John F. Gummere, William Penn Charter School, Germantown, Pa.

The success of foreign-language work depends far more upon who teaches it than upon who takes it. Most schools exercise great care in selecting the students who are permitted to take foreign language; they might better begin by exercising the same care in selecting the teachers who are permitted to teach it.

There is a great need for specialists in foreign-language teaching. An unusual amount of subject-matter preparation is required for satisfactory preparation.

In the classroom, linguistic phenomena which would otherwise never be heard of, should be presented and explained. It is curious that definitions of the outcomes of the educational program, when defining the desirable skills, habits, knowledge, understandings, abilities, tastes, and appreciations to be attained through a foreign-language program, never include any notion of a concept of linguistic science or of its fundamental principles.

The attainment of desirable skills, etc., in English and the Language Arts is facilitated more readily in the foreign-language classroom than anywhere else. Translation from foreign language into English, when properly guided, can be made the school's most effective instrument in cultivating precision of speech and writing, and can even supplant certain phases of formal English composition. The effect upon the pupil's vocabulary is also stronger than any other influence, provided the proper effort is made toward a continuous pupil-motivated growth.

The inculcation of right social attitudes and of democratic principles, when indirectly stimulated through situations met in foreign language may be, and frequently is, more thorough because of its very indirectness than it is in courses in civics or democracy.

There are abundant opportunities for integration of foreign language materials of the school program, e.g., with English composition and literature, with ancient and modern history, with art and architecture, with French, Spanish or Italian. It is a good plan to encourage pupils to report hearing or seeing comparatively unfamiliar English words which have been discussed as derivatives in the Latin class. A case in point was the word "ineluctable," mentioned by the teacher in connection with the reading of Aeneid II, 324. This word was reported next day by one pupil as having been used on Bing Crosby's radio program and by another as having been seen in Westbrook Pegler's column.

#### 4. Foreign Languages from the Standpoint of the Administrator. An address by Superintendent David E. Weglein, Baltimore Public Schools.

The values of Latin instruction can scarcely be doubted when they so obviously are influencing the vocabulary of Bing Crosby and Westbrook Pegler! It may seem foolish for a school administrator to "rush in" to tell teachers of foreign languages how to teach their special subjects, but it may be a good thing for them to hear what an outsider thinks. There should be an outspoken outsider in every school and at every meeting of specialists such as the present meeting. Specialists need to be reminded that the schools today differ greatly from those of forty years ago, which were highly selective and comparatively homogeneous. Only a minority of students now are academically inclined. We made a mistake even forty years ago in our requirement of a foreign language for all pupils. Today the result of such a requirement would be disastrous. The study of foreign languages should be restricted to those who should study foreign languages. The question, of course, is: Who should? Not all, surely, although it is desirable that every student should be exposed to some foreign language experience, such as that provided in the Baltimore "Exploratory Course." Unquestionably any pupil of reasonably high intelligence would profit greatly from an intensive study of at least one foreign language. Such study increases the pupils' English vocabulary and understanding of English grammar. More important is the broadening and liberalizing effect. We want our high school graduates not biased, prejudiced, and narrow-minded. We want them to appreciate what other peoples have contributed to civilization and culture. Baltimore requires a foreign language for academic graduates, and encourages capable non-academic pupils to elect a foreign language. In turn administrators should insist that foreign language be taught intelligently and skillfully. Those present at such a meeting as this or the teachers in Baltimore, for example, are well above the average for the country as a whole. The speaker's own experience as a student of the three foreign languages, then required in his school, was none too satisfying. He fears that poor teaching, such as he suffered under, is not all "ancient history." Such associations as the National Federation of Modern Language Teachers and the American Classical League must do all they can to make effective teaching of foreign languages much more nearly universal than it is at present.

# CONNECTICUT CHAPTER OF THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

SATURDAY, MAY 17, 1941, HAMDEN HIGH SCHOOL,  
HAMDEN, CONNECTICUT

MORNING SESSION AT 10:30 A.M.

MR. RICHARD MEZZÓTERO, Hamden High School, *Chairman*

- 1—Word of welcome; Mr. Wilfred Moody, Principal, Hamden High School
- 2—"Jacques Maritain and the Theory of Progress"; Professor Andrew Morehouse of Yale University.
- 3—"François Mauriac comme Romancier"; M. Alphonse Chaurize of Yale University.
- 4—Tour of building. Book exhibit.

AFTERNOON SESSION AT 12:30 P.M.

MR. A. CROTEAU, University of Connecticut, *Chairman*

- 1—Luncheon. Colonial House. 12:30 P.M. 75 cents.
- 2—"The Future of Modern Languages"; Dr. Alonzo G. Grace, Commissioner of Education.
- 3—"Regard sur la France"; M. André Morize of Harvard University.
- 4—Business meeting. Election of officers.

## FIRST ANNUAL CONFERENCE ON THE TEACHING OF MODERN LANGUAGES

THURSDAY, JULY 17, 1941, HALL OF LANGUAGES,  
SYRACUSE UNIVERSITY, SYRACUSE, NEW YORK

UNDER the auspices of the School of Education and the Department of Romance Languages, this conference was planned for the benefit of teachers of modern foreign languages. It was organized on the basis of general interest in problems common to all the languages as well as problems concerning specific languages.

### PARTICIPATING SPEAKERS AND LEADERS

- DR. HARRY S. GANDERS, Professor of Education and Dean of the School of Education, Syracuse University.
- PROFESSOR STEPHEN A. FREEMAN, Middlebury College, Dean of the French School, President of the American Association of Teachers of French.
- MISS LILLY LINDQUIST, Supervisor of Foreign Languages, Detroit Public Schools, Associate Professor, College of Education, Wayne University.
- DR. ROY E. MOSHER, Supervisor of Modern Languages in the State of New York.
- PROFESSOR MILAN S. LA DU, Chairman of Department of Romance Languages, Syracuse University.
- MR. AARON MACCOON, Head of French Department, Englewood High School, Englewood, N. J.
- MISS LEAH HUCKANS, Chairman of French Department, Nottingham High School, Syracuse.
- MR. WINTHROP H. RICE, Dual-Professor of French and Education, Syracuse University.

A general report of the proceedings of this and other conferences held at the same time will be published.

### PROGRAM

- 9:30 A.M.: The major occasion for all in attendance at the summer conference was the J. Richard Street Lecture on Education which was delivered by Harry S. Ganders, Professor of Education and Dean of the School of Education.

Hendricks Chapel



- 10:45 A.M.: *"The Humanities to the Defense of Democracy."* Address by Professor Stephen A. Freeman.
- 12:30 P.M.: Luncheon Meeting. *"General Language in the Small High School."* Miss Lilly Lindquist.  
Maison Française
- 2:15 P.M.: Section Meetings.
- I. Miss Lindquist—informal discussion of problems in general language.
  - II. *"Teaching High School Pupils to Read a Foreign Language."* Panel discussion led by Dr. Roy E. Mosher.
  - III. *"How Can the Languages Integrate with Other Areas in the Curriculum?"* Discussion, specific examples and suggestions. Led by Mr. Rice.
- 3:30 P.M.: Section Meetings.
- I. *"The Position of Grammar Study in the Modern French Course."* Its importance, relative time allotment in elementary, intermediate and advanced courses. Discussion led by Mr. MacCoon.
  - II. *"Free Composition in the Second-Year French Course."* Discussion led by Miss Huckans.
  - III. *"The Present-Day Function of Spanish in the High School Curriculum."* Discussion led by Professor La Du.

### PAN AMERICAN COMMITTEE, AMERICAN LEGION

SPEAKING at the Pan American Committee meeting of the American Legion Auxiliary Department of Massachusetts held at Faneuil Hall, Boston, April 6, 1941, Dr. Frederick J. Gillis, Assistant Superintendent of Schools advocated the following points:

1. An arbitration court for hemispheric disputes.
  2. Non-intervention by one country in another's internal affairs.
  3. An inter-American bank to stabilize exchange rates.
  4. A compulsory course in Pan American culture in all schools, including opportunity for every student to study Spanish or Portuguese.
  5. Endeavor to secure greater financial independence through development of native capital and resources, in cooperation with foreign capital.
  6. Elimination of spirit of distrust and mutual suspicion. A UNITED America is a condition prerequisite to an INFLUENTIAL America.
  7. SERVICE rather than REVENUE as the basis of international policy.
- Mrs. Lulu Adams Falvey, direct descendant of President Adams, presided.  
Dr. Ildefonso Falcao, Consul from Brazil, spoke and other Consuls from Latin American countries were present.

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## • "What Others Say—" •

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### THE STATUS OF HEBREW IN AMERICAN COLLEGES AND UNIVERSITIES<sup>1</sup>

ABRAHAM I. KATSH

*New York University, New York, N. Y.*

JEWISH culture, chiefly through the medium of the Bible, not only has contributed a great deal to American democracy, but the Hebrew language in which practically the entire Scripture has been written, has left a deep impress upon American life.

<sup>1</sup> Excerpt from an address delivered at the Seventh Annual Foreign Language Conference held at New York University in November, 1940.

The fathers of American education were extremely interested in the study of Hebrew. At Harvard and Yale Universities, Hebrew played a prominent part in their curricula. The reasons were many. Some thought that Hebrew was the mother of all languages and nobody considered himself cultured unless he had a good knowledge of the Hebrew language. The study of Hebrew, remarked President Johnson of Columbia University, was necessary for a "gentleman's education." So strong was the sentiment for Hebrew that many, after the break with England, seriously contemplated to adopt Hebrew as the national language of America.

Others studied Hebrew because it was the key to the textual study of the Bible. Governor Bradford once remarked that the study of Hebrew is essential "in order to see with my own eyes the ancient oracles of God in their native beauty." The study of Hebrew was an integral part of American early education. It was taught in the public schools, high schools, and in colleges, where it was a required course. Mastery of the language intensified the people's roots in Judaism. For now they had the letter and the spirit, the meaning and the understanding of the Old Testament. The Hebraic ideal not only dominated their theology, but also patterned their daily life. It disciplined their minds, fortified their will, and confirmed their principles. It gave them a hardihood and a tenacity of courage that was sorely needed to withstand the rigors of life in the wilderness that was America in the early part of the 17th century.

The partial decline of interest in the study of languages in American educational institutions affected also the Hebrew language. Though it would appear that Hebrew occupies a very minor role in the present day college curricula, yet from a recent study on "The Place of Hebrew in the American College Curricula," which the author expects to have published soon, the results show Hebrew is extensively studied throughout the nation.

Five hundred and fifty-one schools replied to a questionnaire submitted by the writer. The institutions included universities, colleges, theological, teacher, and professional schools. One hundred and seventy-one schools answered that they accept Hebrew as the language fulfilling college entrance requirements. Eighty-seven schools would accept it if offered by students. Sixty-four schools were never confronted with the problem and therefore have no ruling, but stated that should the problem arise, they would undoubtedly accept it. About 190 schools replied in the negative. Of those schools who do accept Hebrew, 36 would give credit for one year study of the language, 135 would allow two years of work in high schools, and 89 schools would accept three years of Hebrew. This proves the extent to which Hebrew as a cultural language is regarded by our institutions of higher education.

The study also revealed that more than one fourth of the temples of higher education in the United States offer the Hebrew language in their curricula. The number of schools offering Hebrew in any department is 133, which forms about 77.7 percent of the number of schools that accept Hebrew. This is indeed a very high percentage. Though the bulk of schools which offer Hebrew come from the theological departments (83 coming from theological schools and departments) yet we find that 32 liberal arts colleges and 24 graduate schools offer Hebrew in their curricula. These two sets of figures—32 and 24, are of great cultural value, representing a substantial percentage (12.5%) of our liberal arts colleges and the graduate schools. The study also shows that 35 colleges offer one year of Hebrew in their curricula; 51 colleges offer two years of Hebrew; 30 offer three years of Hebrew. Seven universities would introduce Hebrew courses if requested.

In the far flung idea of the value of the Hebrew language, the writer was swayed to discover, though partly, its status in a land whose earliest English-speaking fathers were actuated and moved by both the intrinsic value of the Hebrew tongue and the higher values in which that tongue revealed itself to them in the coupled relations between man and his creator, and between man and man.

# LANGUAGE AND THE WAR<sup>1</sup>

STEPHEN A. FREEMAN

*Dean of the French School, Middlebury College, and President  
of the American Association of Teachers of French*

WHAT effect is the war in Europe having upon the study of modern foreign languages? This question was asked at the beginning of the school year sometimes in a tone of friendly concern, and more often with open commiseration. Indeed, under the circumstances, how could anyone think of continuing his study of French, German or Italian! The question is only now beginning to find a partial answer, but several of the discernible trends are proving highly interesting.

A poll of 101 representative colleges and universities in the country, conducted by F. S. Crofts and Company, shows a decrease on French enrollments of 15% from last year, or a decrease of 12% from 1937. German enrollments show a drop of only 3% in a poll of 333 institutions. At the same time, enrollments in Spanish show an increase of 21% over last year, or 34% increase since the fall of 1937.

The increase in Spanish is readily understood in view of the great upturn of interest in the South American republics, and the Government's policy of closer diplomatic, cultural, and commercial relations with South America. Some Spanish teachers have been skeptical of this Spanish boom, fearing a post-inflation slump similar to the one which took place in 1927-33. At present, however, the upswing of Spanish seems healthy and solid.

Another encouraging factor in the situation is the comparatively small decrease in German enrollments, compared to their sudden and complete eclipse in 1917-20. German declined fairly rapidly in the large city schools like New York when Hitlerism came into power, but the decline seems to have slowed up this year. Perhaps it is too soon to judge; perhaps American mass hysteria will increase as war fervor rises; but to date the American student seems to remember that a knowledge of German is a first-class weapon in our battle against the Nazis.

It was to be expected that enrollments in French would decline following the military defeat of France. The drop has probably been larger than the above figure of 15% in the public secondary schools of the Middle and Far West, while smaller and in some cases negligible in the East and along the Atlantic coast. Here at Middlebury the undergraduate enrollment in French has remained approximately the same, although there are fewer graduate students.

After the first shock of France's disaster had passed, French teachers began taking account of stock. Although realizing that the situation was dark, we refused to believe that defeatism was the only possible attitude. It was clear to us that the crushing of France's army did not mean a decrease in the values of French civilization and culture for our American students. On the contrary, America needs now more than ever the teaching of those ideals of human liberty, social progress, and the worth of the individual, of which France has so long been the champion. The matter does not depend primarily on the final outcome of the war. Even if England should fail in the gallant fight she is making to defend western civilization, the people of America will still turn to the cultural heritage of Europe and will seek in it the stimulus for future progress.

It would be far worse than a military defeat by Hitler if the American people should now decide that culture is dead, that the enrichment of the individual life is no longer necessary, and proceed to "ride the wave" of a mechanized totalitarian society. Public opinion in this country has shown distinctly the opposite reaction. Newspaper editorials, forum discussions, and the conversation of the "man in the street" have all indicated a feeling of great personal loss at the time of France's downfall, and an intensified realization of the value of individual liberty and individual cultivation, now that these things are threatened.

Aided therefore by circumstances, and by public opinion, the teaching of all the modern foreign languages is turning its attention more directly to its civilizing, humanizing function. The languages are not primarily a utilitarian subject; and those who have tried to represent

<sup>1</sup> From the *Middlebury College News Letter*, February, 1941.

them chiefly as such have done them more harm than good. We do not believe that France is finished as a diplomatic or commercial power; yet we never taught French primarily to future diplomats or interpreters or foreign importers. We realize that many parts of our textbooks are now out of date; that they cannot be rewritten, and that no more will be received until the war is over; consequently that the factual, political, and immediate side of our teaching must be less stressed than ever. Yet we are finding a more complete justification in the unchanging and universal values of language study.

M. Paul Hazard, professor at the Collège de France, and member of the French Academy, who spent a week at Middlebury last summer, emphasized this point of view in a speech before the national meeting of teachers of French at Boston in December. Pointing out that Greek and Latin have largely given over to the modern languages the rôle they once played in education, he said: "It is therefore the task of the teachers of modern languages to accustom young minds to getting outside of themselves, to journeying afar, to making contact with other forms of expression and thought. It is for the language teachers to battle against the invasion of techniques and mechanisms, remembering that the ideal of man consists not only in making matter serve his needs, but in multiplying his powers of life by the acquisition of a richer mind, a more delicate sensitivity, and a more brotherly soul: all progress which is no more than exterior conquest becomes ultimately a moral defeat. It is the task of the language teachers to make it understood that humanity is not limited to a single moment, the present, and to a single nation, however powerful it may be; to attach the present to the past, and one nation to all nations, holding fast the memory and the cult of those cries of despair, those songs of love, those hymns of hope, the epics, the comedies, the dramas, which geniuses, those divinest children of men, have scattered through space and time."

Already we feel more encouraged in our struggle against the forces which would eliminate languages from the school curriculum in the name of "the new education." The battle has been violent, and the end is not yet. From the seats of the mighty educationists, the public is told that the purpose of education is to fit the pupil to function in his present-day environment, consequently all studies that are not "functional" and "immediate" are to be cast out. Culture is scoffed at, as meaningless. Mental discipline is anathema. History and the literatures of the past are neither twentieth-century nor functional. Over the side go mathematics, all history except American, all foreign languages, and now English literature and even English grammar. We are told that the traditional first-year high school program is "vicious." But the "reformers" have out-Deweyed Dewey, and have gone too far. English and mathematics teachers are making common cause with all the foreign language teachers, and from all sides comes the heartening news of a "counter-offensive" in the name of real culture, modern humanism, the democratic ideal of an enriched individual soul.

It will be clear from all this that the modern languages are standing shoulder to shoulder in the present national and cultural crisis. Never before has there been such unity of purpose, such harmony of action, between the various language organizations. The old errors of rivalry and jealous strife have taught their lesson. French teachers of this country hold no grudge against Spanish teachers because our enrollments are diminishing while theirs are increasing. We urge the study of German. We know that a popular interest in the study of any language is ultimately for the good of all.

Nowhere in the country is this spirit of cooperation between the modern languages more marked than in the Middlebury Language Schools. Both in winter and in summer, the Schools of French, German, Italian, and Spanish work together in the closest harmony. The bulletins and other publicity for the summer are in common; members of any School are welcome visitors in all courses of the other Schools. The French School requests for its students a beginning course in Spanish or German, and reciprocates by sharing its professor of linguistics or of methodology. International politics are forgotten, and the French School invites the German School to a Beethoven concert; the Italian School stages a feast by lantern light for the French School faculty, or serenades the Spanish School under the windows of Hepburn Hall.

THOMAS MANN AND THE STUDY OF GERMAN<sup>1</sup>

"... It is folly to mistake the politically distorted face, which Germany at the moment has turned toward the world, for its true and eternal countenance, and, seduced by the passions of the day, to see everything German under the spell of Hitler's crimes. Though the present may belong to this vandal—neither the past nor the future of Germany belongs to him, and the educational world would be poorer by one lofty instrument of culture, if for ephemeral reasons of the moment we were to deprive it of the study of the German language and German civilization—perhaps going so far as to tie up with a spreading tendency to curtail foreign language instruction in general. That would be nothing but a nationalistic narrowing of our intellectual horizon in a time which cries out for planetary circumspection, for knowledge of peoples and understanding among peoples, for an intellectual mundanity which gives up none of the specific values of each nation, and all this in a country whose history and inner structure impel it to be dedicated to a universal humanity."

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## Notes and News

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## SPANISH FOR AIR CORPS OFFICERS

DEAN HENRY GRATTAN DOYLE, The George Washington University, is chairman of the national advisory committee for the courses in Spanish established by the U. S. Army Air Corps following General H. H. Arnold's order that all air corps officers must study Spanish. The other members of the committee are Dr. John C. Patterson of the U. S. Office of Education; Dr. Richard Pattee, Assistant Chief, Division of Cultural Relations, Department of State; Dr. Lewis Hanke, Hispanic Foundation, Library of Congress; and Dr. Francisco Aguilera, Pan American Union. The courses at the various fields and camps are being conducted by the Works Progress Administration, under the direction of Dr. Lewis R. Alderman, Director of the Division of Education of the W.P.A., with Dr. Stella Leche Deignan as project director. The instruction materials are being prepared by Mr. Henry V. Besso and Mr. Solomon Lipp, and the teachers' manual by Dr. Nellie M. Seeds of the W.P.A. staff.

## DEATH OF PROFESSOR AMIDA STANTON

MISS AMIDA STANTON, Associate Professor of French at the University of Kansas, died after a prolonged illness on January 4. Miss Stanton took her A.B. and A.M. degrees at the University of Kansas in 1904 and 1910 respectively. In the interval she spent a long period (1908-1909) in residence in France. From 1910 to the time of her death Miss Stanton was an active member of the Department of Romance Languages and Literatures. Her continued study and research at the University of Chicago were rewarded in 1939 when that university conferred upon her the degree of Doctor of Philosophy. Her long period of service had won her the regard and affection of K. U. students for over a generation and her many professional activities and affiliations gained her well deserved recognition throughout the country. Miss Stanton had served as Secretary of the Kansas Modern Language Association for many years from the time it was first organized. She was a member of Phi Beta Kappa and of Pi Delta Phi, French national honorary fraternity. She was a member of the American Association of University Professors and of the American Association of University Women; in the latter she had for some time played an active rôle. She was also a member of the Modern Language Association of America, of the American Association of Teachers of Italian, and of the American Association of Teachers of French. For the A.A.T.F. she served as regional secretary when a chapter

<sup>1</sup> Submitted and translated by Harold Lenz, President, Metropolitan Chapter, American Association of Teachers of German, Queens College, Flushing, N. Y.



was organized in this section in 1937. Miss Stanton was buried in the family lot in Oak Hill Cemetery, Lawrence.

W. H. SHOEMAKER

### THE N. E. A. AND GOOD-NEIGHBOR EDUCATION IN HIGH SCHOOLS

JOSHUA HOCHSTEIN, chairman of the Committee on Inter-American Relations, Department of Secondary Teachers, N.E.A., 800 East Gun Hill Road, New York City, has prepared a significant statement on the work of his committee. This and other valuable materials in the same field may be secured by writing to him.

### NEWS LETTER, DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES, UNI- VERSITY OF WASHINGTON

WE HAVE received Vol. V, No. 2, of this interesting letter, dated June 1, 1941. Apparently this Department, under the able chairmanship of Professor Curtis C. D. Vail, is active and flourishing, despite some loss in enrollment.

### COOPER PRIZE CONTEST, 1941

THIS annual translation contest of the Stanford University German Department, judged by Professors L. M. Price and C. H. Bell of the University of California and B. Q. Morgan of Stanford, again proved very popular. Professor Morgan's letter concerning the outcome is as instructive as usual.

### ITALICA—AN ITALIAN CULTURAL CENTER

THIS coming June, there will be developed an Italian cultural centre at Nature's Temple, Prattsville, New York. An important feature of greatest interest to the college instructor will be its vast library, containing thousands of volumes: rare editions, ancient and modern by Italy's writers both great and obscure. This Library contains the outstanding histories of Italian literature, innumerable critical studies of all the literary forms throughout the centuries, also histories, annals and diaries of Italy's great cities, many scores of editions, of volumes, of studies and monographs of Dante; a rich collection of works on the Renaissance and "Il Risorgimento," a large collection of philosophical and scientific books, curiosities, historical and literary; an imposing collection of Latin works covering the widest subjects including French and English editions.

"Nature's Temple" is a plateau 3,000 feet high noted for its healthy summer climate, its water and the surrounding natural beauties. Here you may enjoy one of the widest views of the Catskill chain of mountains and daily gaze down into the Schoharie valley wherein has been built the Gilboa dam, one of this century's greatest engineering miracles.

For further information please write to G. Fiorillo, 171 Third Ave., New York City.

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## • Reviews of Foreign Films •

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*Le Jour se Lève.* Directed by Marcel Carne. Scenario by Jacques Viot. Acted by Arletty, Jules Berry and Jacqueline Laurent. Music by Maurice Jaubert. Distributed by Pax Films, Inc., 723 Seventh Avenue, New York City. Premiere at the Little Carnegie Playhouse.

A somewhat imaginative and sardonic story, perhaps better known by its English title *Daybreak*, *Le Jour se Lève*, is raised distinctly above mediocrity by the fine performance of Jean

Gabin. The strength and subtle reticence of his portrayal of François, a Paris factory worker, lend conviction and significance to otherwise fantastic situations. The story is triangular, based on his love for Françoise, an innocent and lovely young girl who responds to his devotion but is also charmed by the attentions of Valentin, a sinister travelling actor. The latter, well played by Jules Berry, plays malevolently on François' jealousy until the latter is goaded to kill him. François then barricades himself in his room, high in a Paris tenement, and holds out against the police to the death. Marcel Carne's clever direction makes the last scenes extraordinarily powerful, combining rapidly paced melodrama with strikingly able planning of camera angles. One of the last few films to be turned out in free France, *Le Jour se Lève* is a definitely superior film.

EDWARD G. BERNARD

*Mayerling to Sarajevo*. Directed by Max Ophuls. Acted by John Lodge, Edwige Feuillère, Debucourt and Aime Clariond. Music by Oscar Straus. Distributed by Leo Films, 729 Seventh Avenue, New York City. Premiere at the Little Carnegie Playhouse, N. Y.

The life and potentialities of the Archduke Franz Ferdinand, whose assassination at Sarajevo precipitated the first World War, furnish the interesting theme of this powerful French language film. The heir apparent to the imperial Austrian throne is pictured as a liberal, in disgrace because of his eagerness to alleviate the oppressions of the Franz Josef regime. The picture is essentially a romantic drama based on the love of Ferdinand for Sophie, a Czech noblewoman, and their courtship and plans for a benevolent rule, ended ironically by assassination at the hands of people he is pictured as wanting to help. It is noteworthy that like Crown Prince Rudolf, who had taken his life at Mayerling with Marie Vetsera, Franz Ferdinand loved and finally shared death with a woman disapproved by the emperor. The film is excellently acted by a cast including several members of the Comédie Française, and its direction and photography are better than average. All in all, it makes an enjoyable and mildly stimulating historical romance.

EDWARD G. BERNARD

*El Matrero (The Marauder)*. Played by Agustín Irusta, Amelia Bence, S. Schiola. Produced by Argentine Sono Films. Directed by Orestes Caviglia. New York distributor: Radio Teatro Hispano, 116 Street at Fifth Avenue, New York.

The central idea of *El Matrero* is a dramatization of a well-known phenomenon of Argentine history in which the freedom of the wandering Gaucho has been eliminated gradually by the invasion of private ownership of land. The hero of this film is drawn into a crime vortex created by the huge disparity existing between his own self-made code of ethics and the new, highly legalized one brought into the very foot-hills of the Argentine Andes by the European immigrant with his land titles. The matrero becomes a hunted animal, finally falling prey to an ever-tightening snare of espionage. In true tragic fashion, his death marks the end of the story.

The depth of feeling and significance of this folkloric story in addition to the authentic songs and dances of the Argentine hinterland help to enhance the entertainment value of the film.

The language is, however, unusually obscure because of the very provincial pronunciation and the great number of localisms of the Pampas. The simplicity of the plot and the directness of the action are the chief means of ensuring student comprehension to the point of enjoyment.

The heritage of the early Pampas society is reflected in the rugged perseverance which the heroine displays when confronting the problems created by the sudden disablement of her

father. It is her voice (that of Amelia Bence) which by its directness and warmth of tone conveys to the spectator the true meaning of the rural Argentine civilization.

CHARLES L. J. TURNER

*Caballo a caballo.* Acted by Chato Ortín, Enrique Herrera, Joaquín Pardavé and Consuelo Frank. Presented by Columbia Films Corporation. Produced by Grovas Oro Films, S.A., Mexico, D.F. Directed by Juan Bustillo Oro. New York distributor: Teatro Iris, Amsterdam Ave. at 147 St., New York City.

In *Caballo a caballo* Mexico offers a comedy farce composed of a rapid succession of humorous predicaments created by the impostures and embezzlements of a clever prestidigitator with Quixotic motives. He and his helper, a vagabond who acts as a sort of Sancho Panza (Mexican style), take unto themselves the right to live in a world of luxury. When reality overtakes this pair of modernized Cervantine heroes, there arise many difficulties which insure suspense and interest until the very end of the film.

This production is really a moving picture of a play. It lacks a great deal of cinematographic adaptation. Scenes are few in number and overt, visible action is reduced to a minimum. Interest is maintained only by an alternation between banter, repartée and predicament—all of which is purely dialogue material. To understand and enjoy this film one must come prepared with a considerable degree of advancement in understanding spoken Spanish.

For these reasons the beginning students of Spanish will find little in the film to entertain them. For the superior students and their professors *Caballo a caballo* is undoubtedly recommendable.

CHARLES L. J. TURNER

*The Life of Giuseppe Verdi.* Directed by Carmine Gallone. Acted by Fosco Giachetti, Gaby Morlay, Maria Cebotari and Beniamino Gigli, tenor. Screen play by Lucio D'Ambra and Carmine Gallone. Musical direction by Tullio Serafin. Distributed by Esperia Film Company, 1650 Broadway, New York City. Equipped with sub-titles in English.

The life of an eminent composer is not a new subject for cinematic representation. "The Great Waltz," "The Life and Loves of Beethoven" and "The Great Victor Herbert" are some of the past efforts, native and foreign, to portray on the screen the struggles of rising musical geniuses. Now comes an Italian contribution, *The Life of Giuseppe Verdi*, which follows the familiar formula so frequently used in past successes.

The highlights of Verdi's career, from young manhood to senescence, are presented in entertaining fashion. Interwoven with his musical maturation are his relationships to the women who played important roles in his life. Our genius, already heavily hurt by the loss of his two children, is plagued with another tragedy—the death of his wife. He cannot marry again, since he promised his wife on her deathbed that there would never be another Signora Verdi. But when his father-in-law releases him from this vow he marries a prima donna. In the final scenes of the film he is involved in a December-May friendship with another prima donna, Teresina Stolz (Maria Cebotari).

In following the fortunes of the better-known Verdi operas, the picture presents musical excerpts and scenes from *Il Trovatore*, *La Traviata*, *Aida*, *Don Carlos*, *Otello* and *Rigoletto*. We hear Beniamino Gigli singing "La donna è mobile" in a gondola, and other arias in their customary stage settings. We are given a glimpse of Verdi's meetings with Honoré de Balzac, Victor Hugo, Alexandre Dumas fils and Gaetano Donizetti. Thrilling is the scene wherein the composer becomes aware of the revolutionary significance of his name.

This film should find favor in the eyes of all students of Italian and of music. They will tend to overlook the slow pace of the action and some minor technical imperfections.

WILLIAM W. BRICKMAN

*School of Education, New York University*

*Ahora seremos felices.* Acted by Juan Arvizu, Mapy Cortes and Pepe del Campo. Produced by the Compañía Habana Industrial Cinematográfica, directed by William Nolte and distributed in New York City by the Teatro Latino, 110 Street at Fifth Avenue.

The New York area is privileged very seldom to see motion pictures of Cuban origin. The one under discussion marks a definite step forward in the development of the quality of Cuban films. Its plot is simple, but many light-hearted and quick-witted remarks as well as numerous comical incidents help to give the action a steady, rapid tempo which insures that full attention and complete absorption usually accorded grade A productions. There are, moreover, a few fine songs (one bears the title of the picture) beautifully interpreted by Juan Arvizu.

The technique of the film is not without flaws. These, however, are inconsequential when one considers the power of the more pleasant elements in this production.

It appears that the director has taken full advantage of the handsomeness of the Cubans of both sexes and of the beauty of the fine parks, homes and estates to be found in and near Havana. Mr. Nolte very deftly made these latter important units in the composition of the background, for they dramatize the sociological basis of the story.

The language is clear, authentic, standard Spanish, while diction is practically impeccable. The voices are well blended and reflect the culture and polish characteristic of the educated Cuban. Considered in all its aspects, the film is a success and a credit to all who contributed to its making. The writer is confident that Spanish students of all grades will find *Ahora seremos felices* to be pleasing entertainment.

CHARLES L. J. TURNER

*Citadel of Silence.* Directed by Marcel L'Herbier. Acted by Annabella, Pierre Renoir, Bernard Lancet and Robert Le Vigan. Screen play based on the novel of the same title by T. H. Herbert. Music by Arthur Honegger and Darius Milhaud. Distributed by French Film Alliance of the U. S., 1270 Sixth Avenue, New York City. Equipped with sub-titles in English.

Man's inhumanity to man in Czarist Russia forms the basic theme of the film which marks Annabella's return to the screen in a French-speaking role. As Viana Wolonska, a Polish nurse who is imbued with an intense devotion to the cause of her minority people, she participates in an attempted assassination upon a Russian nobleman. She escapes to Paris, marries there the governor (Pierre Renoir) of the "Citadel of Silence," where her fiance (Bernard Lancet) is incarcerated, and then returns to Russia to reside in the prison.

Like the American prison dramas, this film depicts riots, surreptitious communication, physical torture, and, most exciting of all, a successful break. The ending, however, does not conform to the Hollywood tradition.

*Citadel of Silence* seems more appropriate for college than for high school classes. Its pedagogical value, from the point of view of *Kulturkunde*, is limited in that practically all the action takes place in a non-French setting.

WILLIAM W. BRICKMAN

*Baldevins Brollop (Baldwin's Wedding).* Directed by Emil A. Pehrson. Acted by Edvard Persson, Arthur Fischer, Dagmar Ebbesen and Bullan Weid-

jen. Distributed by Scandinavian Talking Pictures, 220 West 42nd Street, New York City. Equipped with sub-titles in English.

This Swedish film tells the tale of a roly-poly ne'er-do-well who is persuaded by his married friend to woo a wealthy widow. Amid misunderstandings involving more or less comic situations, our hero manages to show his higher qualities, and carries out successfully his matrimonial intentions.

The best scenes in the picture, to the reviewer, were those in which the Swedish folk customs, as in the marriage sequence, were shown. The corpulent comedian, Edvard Persson, who is familiar to American foreign film-goers, performs competently. But the film as a whole is not of the type to keep the audience in either a side-splitting mood or at a high level of interest.

WILLIAM W. BRICKMAN

*Il Corsaro Nero (The Black Pirate)*. Directed by Amleto Palmeri. Acted by Ciro Verrati, Silvana Jachino, Ada Biagini, Nerio Bernardi and Cesco Baseggio. Screen play by Emilio Salgari. Music by Alessandro Cicognini. Distributed by Esperia Film Company, 1650 Broadway, New York City. No English sub-titles.

Captain Blood sails again! Based on a theme akin to that of Sabatin's classic, *Il Corsaro Nero* is the tale of a dashing, daredevil, handsome officer who turns pirate to avenge the honor of his brother who was charged with treason and then executed by a Spanish officer in the sixteenth-century war with the Netherlands. The black corsair, also charged with treason and equally innocent, escapes to the New World. In the action-packed scenes that follow, the pirate and his men engage in many struggles on land and sea until vengeance takes its course.

With all its exciting entertainment the picture loses some of its effectiveness owing to the absence of English sub-titles, a circumstance which makes it fully comprehensible, especially in the early scenes, only to those who understand spoken Italian.

WILLIAM W. BRICKMAN

*Scipio Africanus*. Directed by Carmine Gallone. Acted by Annibale Ninchi, Isa Miranda, Camillo Pilotto, Fosco Giachetti and Francesca Braggiotti. Music by Ildebrando Pizzetti. Distributed by Esperia Film Company, 1650 Broadway, New York City. No English sub-titles.

Since the contemporary Italians consider themselves the biological, linguistic, cultural and geographical descendants of the ancient Romans, it is not strange that they should devote much attention to the activities of their pugnacious progenitors. Conditions being what they are today, it is equally explicable why the Italian movie moguls exhibit a film featuring the gory glory of a departed day.

The general background of *Scipio Africanus* is familiar to anyone who has submitted to the discipline of a course in Latin literature or in ancient history. The film concentrates on the preparations for Scipio's punitive expedition and on the decisive Battle of Zama. The Senate convenes, Scipio makes his plea for an army to fight Hannibal, the ships are launched—the Second Punic War is on. After mopping up the crafty, cruel (*sic*) cohorts of Carthage, Scipio returns to his native land in triumph, and then to domesticity.

The spectacular settings and the tremendous throngs are in the best De Mille tradition. The breath-taking episodes, especially the elephant charge, will satisfy the most exacting appetite. The propaganda element (the Italo-Ethiopian War provides an unavoidable parallel) is far too prominent for American consumption. Then again, the lack of English sub-titles, while not detracting from the general comprehension of the picture, leaves the cinema customer in the dark as to the meaning of some of the scenes.

WILLIAM W. BRICKMAN



*Sotto la Croce del Sud (Under the Southern Cross)*. Directed by Guido Brignone. Acted by Giovanni Grasso, Enrico Clori, Antonio Centa and Doris Duranti. Mediterranea Films. No English sub-titles.

The blessings of black-shirted imperialism are brought to primitive African tribesmen in this Italian film. A non-Italian plantation superintendent corrupts the natives by selling them liquor. He resorts to all kinds of nefarious tactics in order to escape detection by the recently returned Italian owner and by the young engineer who accompanies him. When he is finally exposed, he takes to his heels, and, after a most terrifying hunt by the aroused natives, he meets a blood-chilling end.

This is distinctly a film for the hardier adult, not only because of the horrendous scenes, but also in view of the fact that the natives indulge in a lengthy dance, the meaning of which is very evident. Considering the picture as entertainment, the Italians have done their job well. Its aim, however, seems to be apologetic for the Ethiopian conquest. The final words, "Andiamo laborare," best describe what the conquerors have uppermost in mind throughout the picture. Unlike most foreign pictures which do not provide English sub-titles, *Sotto la Croce del Sud* can well be understood without them.

WILLIAM W. BRICKMAN

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## Reviews

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BRENNAN, MORRIS, *Modern Language Plays and Programs*. Boston: Baker's Plays, 1939. Paper. Price, \$.60.

This series of playlets is something truly unusual among publishers' offerings to the language teachers of the United States. These are original plays, not editions of foreign language texts, and they are apparently aimed at secondary school language clubs, classes and even more general groups not understanding the foreign language. In the Foreword we are told (p. 3) that "Each play and program has been carefully tried out under actual school conditions, and each has successfully met the tests of practicability and effectiveness. In many cases girls may be substituted for boys with equal success." Here then is an "interest arouser," guaranteed to stimulate even when it baffles.

This is worked out in a really ingenious way. There are six short plays, all in English, but with foreign idioms freely interlarded in the text, illustrating some phase of foreign life. For example, there is *Heidelbergitis* for the Germans; there is *Paris Interlude* for the French (described as "The mad adventures of two Americans 'doing' Paris"); there is *Spanish Omelette*, and there is *Wings over Tuscany*. The humor is of the obvious scenic kind, as in the case of the American aviator forced down in Italy; there are also literally hundreds of puns at once delightful to the naïve and awe-inspiring to the literate. Thus Notre Dame has "a good football team"; "bread" in French is *pain*, which hurts Jack; *Frankfurt* and *Hamburg* are of course connected with "sausages," and so on into the night. Some of this seems incredible; at times it is so monstrous a parody of our foreign language teaching that it borders on pure genius.

In any case, it apparently works, and that is what keeps publishers still publishing. Incidentally it also keeps teachers still teaching.

WILFRED A. BEARDSLEY

Goucher College,  
Baltimore, Maryland

ELLIS, WILLIAM A., *Word Ancestry, Revised and Enlarged*. New York: American Classical League Service Bureau, 1939. Price, \$0.15.

*Word Ancestry* is a collection of short stories which describe interesting adventures of words en route from their origin to the present. The majority of these go back to Latin but several are included which meandered down by the Old French road. There is a smaller separate group "lifted without change" from the Greek and the Latin.

The aim of this contribution is apparently to popularize the study of the derivation of English words. Those selected are presented most entertainingly and with such accuracy as to result in a delightful pastime in contrast to an onerous assignment.

A few minor suggestions may be ventured. The author cites a specially good example of the difference between the direct route from the Latin and the byway of Old French in such words as "ancestry," p. 17, or "company," p. 21; but why not get your "money" through the Old French "moneie" instead of crediting it solely to "monere" and "moneta," p. 6? On the same page it would add interest to mention "pous," Greek for "foot," stem "pod-," in connection with the Latin stem "ped-." On page 8, under the discussion of "extort," I would suggest the addition, "See nasturtium, p. 42." Other rather obvious additions could be made to the words discussed: "esophagus," and "anthropophagi," to "sarcophagus," p. 19; "hypocrite" to "critic," under "judge," p. 22. On page 23, "stationer" is cited as coming probably from the French. I think the evidence is against it. "Pensare" should be mentioned also along with "pendo," in connection with "pensive," pp. 27-28. Why not bring in "pansy," too? "Siege" would be an interesting variation to the type of words under "supersede," from the Latin "sedere," pp. 32-33. "Edifice" would be an easy superstructure to add to "edification," pp. 33-34. "Tiro," p. 55, would seem to call for mention of the much more common English spelling, "tyro." In the discussion of "tremendous" and "stupendous," p. 35, evidently some kind of a slip was made. Their treatment continues the interesting style of the whole pamphlet, but not a word is said about their derivation.

I assume that this collection is only the beginning of many more to appear from time to time. Their possibilities for doing good seem vast if they can be continued at the same high level.

ROY TOWNE

University of Kansas,  
Lawrence, Kansas

GREENBERG, JACOB and BRODIN, PIERRE, *Le français et la France. Deuxième Cours*. New York: Charles E. Merrill Company, 1940.

One of the most obvious features of this volume is its attractive appearance. Strong covers, good paper and typography, and excellent illustrations, including well-chosen scenes of France and colored reproductions of French paintings, will appeal to both teachers and students. The collaboration between two authors—one American, one French—is commendable, and predisposes one in favor of this book.

Teachers who are familiar with *Le français et la France, Premier Cours*, will know what to expect in this sequel. The chief difference they will find between the two books is that whereas in the first volume, chapters on French civilization were written in English, in the second, similar chapters are, rightly enough in view of the progress students should have made, written in French. These chapters are for the most part excellent: *La journée d'un lycéen français*, *Le Sport en France*, *Les châteaux de la Loire*, *La Tour Eiffel* are particularly good. The adaptations of Maupassant's *Menuet* and of Daudet's *Les Étoiles*, used for extensive reading, are also commendable. Classes which use this book will require little, if any, further material for reading.

On the other side of the ledger are a number of points. Though the publisher's advertisement claims that the volume can be used "after any first year French book," this is highly questionable. In the use of a common vocabulary, thanks to Vander Beke, Cheydleur, Tharp, and others, textbook writers are getting somewhere. But there is absolutely no common order

for the study of grammatical points. Forty different books introduce the various points in forty different sequences. Perhaps a standard arrangement of grammar should be the next goal for writers of textbooks to aim at; due allowance, however, being made for the different objectives—oral, reading, foundational grammar, and the like. It is very doubtful if this *Deuxième Cours*, composed to follow the *Premier Cours*, would correlate well with other elementary books. A knowledge of the vocabulary and particular grammatical points of the *Premier Cours* would seem to be essential for the successful use of this new volume. To be sure, the *Diagnostic Test* with which the volume begins is an admirable idea; but pupils who had had other books might be discouraged by their inability to answer correctly the suggested 500 out of 600 items.

The drill material consists for the most part of literally hundreds of detached sentences. Some variety is found in that the modern techniques of completion and mutation exercises are employed; but it should have been possible to get away, to a much greater extent, from the old-fashioned type of paragraph after paragraph of single, independent sentences. These sentences can be justly charged with tediousness.

One can take exception to a number of statements of grammatical rules. For instance, the rule for the agreement of past participles of reflexive verbs is given scant treatment. The conventional rule for the partitive (*de* without article when an adjective precedes the noun) holds good for the plural, with the usual exceptions like *des jeunes filles*, *des petits pains*, but the wording should be changed for the singular, where the retention of the article is becoming more and more common. We note that the authors themselves write *du mauvais temps* ("bad weather") on page 77, contrary to their own rule on page 438. The difference in meaning between *il n'est pas nécessaire* and *il ne faut pas* is nowhere explained; the rule as given for the omission of the indefinite article before predicate nouns (*je suis avocat*) is not sufficiently clear. One can question the authors' authority for giving as acceptable French "apprendre à parler l'anglais" (p. 130) and "Parlez-vous le français?" (p. 436). Several rules, by being greatly simplified, have been made vague or misleading (e.g., p. 438, omission of partitive article, #1; p. 451, #5; p. 452, #1; p. 461, imperfect indicative, #1 and #2).

The readings from Lesson 27 on relate a trip to and through France. Here, alas! is the most pathetic part of this book—due to no fault of the authors. How long will it be before Americans can look at the French fleet in the harbor of Toulon or see the Clipper land in the port of Marseilles? All books that describe the France of yesterday while purporting to describe the France of today are unfortunately to a degree outmoded. Will it be possible to describe the France of year after next in the terms of the textbooks written before 1940?

Despite its faults, *Le français et la France* is a good book. Its good qualities outweigh its shortcomings. The pupils who are conducted through all its drills will undoubtedly acquire a considerable knowledge of *le français* and will have instilled in them a desire to know more intimately *la France*.

CLIFFORD S. PARKER

University of New Hampshire,  
Durham, N. H.

CORNWELL, IRENE, *Contemporary French Fiction*. New York: Henry Holt and Company, 1940. Price, \$1.80.

Here is a very important book. Every editor knows the difficulty of obtaining a good anthology of representative "contemporary" literature in any language. Every editor also knows that the very word "contemporary" literature is a delusion, for it often applies no longer even to the selections in process of being edited. "Contemporary" then at best comes to mean something like "modern" literature. This is particularly and pitifully true in the case of France. What was "contemporary" before the advent of the Germans seems almost medieval now.

Nevertheless, *Contemporary French Fiction* is clearly one of the best and most useful books it has been my privilege of reviewing in several years.

It has the usual editorial virtues, ample text, a variety of authors, a brief preface, a copious introduction for each author presented, a large vocabulary, ample historical notes either at the bottom of the page (where all unusual translations are given) or in the vocabulary, and good printing.

In addition, Dr. Cornwell has given for each author a practically complete bibliography, a group of well-chosen "selected readings" from books and journals and sound critical judgments of the author's work.

The selections themselves have been chosen with the chief idea of being "interesting to the American undergraduate" (p. v). I was rather surprised to read this simple statement, for the size of the text (415 pp.) suggests a fairly comprehensive survey of literary tendencies rather than the age-old desire of "interesting the undergraduate," an aim which has inspired such diversified literary offerings as the *Voyage de M. Perrichon*, and Proust. Of course, *Perrichon* has been actually the most published and in many teachers' eyes seems to have been the most "interesting to undergraduates." Let us in all kindness not mention student interest in Proust.

As for her choices, Dr. Cornwell shows skill, taste and breadth of vision. The authors range from Colette and Farrère to Duhamel, Montherlant, Maurois, Morand, Gide and Proust. Colette appears in some pages of *La Maison de Claudine*, and a part of the *Sept Dialogues de Bêles*, Farrère in *Fumée d'Opium*, Duhamel in selections from *La Vie des Martyrs* and *Civilisation*, Montherlant in *La Leçon de Football*, Morand, of course, in *Ouvert la Nuit*, Gide in *Philoctète* and *Bethsabé*, with Proust in *Le Dîner des Guermantes*.

It is probably intentional that Proust, the only one dead among the authors presented, should appear last in the book. If classes are to cover so much ground, many will never reach this last selection; if anything is to be missed, perhaps it may as well be Proust. There are several helpful references to English and American articles in this section; usually the majority of such references are to French periodicals by no means common in our college libraries.

Most of the critical comment appears thoroughly competent, even lively. Occasionally her critical reasoning baffles me, e.g., p. 375 (Marcel Proust): "Since there is no reality in the outside world, and since only the ephemeral personality created by memory lies at the base of his philosophy, Proust must be considered a thorough pessimist and sceptic." Is not this argument a little tenuous? Do we indeed need it with all the endless evidence of Proust's own life? Indeed, Proust proved he was not a "thorough pessimist" by the everlasting and loving care spent on polishing his life work at the cost of health and even life.

Such arguments are a pleasant diversion, but basically of no importance. I find this book ample, well-edited and stimulating.

WILFRED A. BEARDSLEY

Goucher College,  
Baltimore, Maryland

PARGMENT, M. S., *La Deuxième Etape en langue française*. New York: Henry Holt and Company, 1940. Cloth. Price, \$1.68.

In the Foreword, it is stated that this book was primarily designed to follow the author's *Initiation à la langue française* but that it can be used with any standard introductory grammar.

There are sixty grammar lessons, the first 34 lessons of which cover review material and the remaining lessons deal with subjects on a higher level. However, since the subjunctive is presented in the first 34 lessons, one might question how many first year books deal with this subject. The grammar is complete and the topics are presented in French inductively. The lessons, divided into two parts, consist of pronunciation exercises, grammatical explanations, reading lesson, true and false exercises, questions, *dictée*, completion exercises, vocabulary, and translation from English to French. The aural and oral work is quite good. The plan for aiding and guiding the student in the preparation of essays is especially fine. The reviewer would like

more repetition and carry over from one lesson to another and a number of review lessons at intervals.

The reading material with the grammar lessons is varied, delightful, and with quiet humor, and the *Lectures Supplémentaires* contain selections, in somewhat simplified form, from the works of Edmond Sée, Pierre Chaine, Charles Foley, Ludovic Halévy, Jacques Normand, René Bazin, Maurice Leblanc, and Charles de Bernard. According to the author a special effort has been made to use "words of the highest possible frequency and range: 78 percent of all words used are to be found in *The Basic French Vocabulary*" (J. B. Tharp). Certainly a commendable feature of this book is its reading selections.

The test also includes an introduction to French Pronunciation, which is divided into three parts in order to meet the needs of all teachers, according to the method they prefer. Part II is given as an aid to teachers who desire to give a few of the elementary principles of phonetics and a knowledge of phonetic script.

The Grammatical Appendix, which is in English, contains topics which are not treated in the lessons. There are also English-French, French-English vocabularies.

ESTELLE LEONARD MURPHY

Cambridge High School,  
Cambridge, Maryland

MARCH, HAROLD, *Types of the French Short Story*. New York: Thomas Nelson and Sons, 1941. Cloth. Price, \$1.50.

While many texts are published with little other *raison d'être* than that of catching the eye of the departmental buyers, some texts simply appear, are accepted as solid, and are from time to time issued in refurbished form. Thus it is with Professor March's collection of short stories. Copyrighted first about ten years ago, it was soon accepted as normal reading in many a course in recent French literature. I say "recent" advisedly, for it does not aim at the really contemporary except in due proportion with the several decades since Gautier.

Its aim, simply, is to present material for studying the French short story, *conte* and *nouvelle*, in rather definite contrast with the somewhat standardized American short story. I believe that Professor March could have made more of this contrast, for he merely states that "In America, the short story as a *genre* has been taken very seriously; a certain national pride has been displayed in the codification of rules for its composition, based on the work of native writers of unquestionable skill in the art" (*Introduction*, p. 7). This may be enough, though Professor March, with his wide knowledge of the short story in France and the United States might have pointed up the statement with illuminating examples. Generally speaking, the literary analysis of his *Introduction* is extremely well done. He discusses all his authors intelligently as well as the general French conception of these short *genres*. Once in a while it is a pleasure to disagree with him, as in "Daudet, a novelist, and his *Lettres de mon Moulin*, so popular in English-speaking countries, are charming, but not really important" (p. 7); in my opinion Daudet and his *Lettres* are definitely important, and the editor unconsciously bears me out in this later on: "Daudet's charm . . . seems to reside in the spirit of the writer and to overflow in his written words without consciousness of technique. The light manner of Daudet is his most individual contribution to literature" (p. 14).

For the current edition excellent material has been added in the form of Daudet's *La Mule du Pape*, Maupassant's *Mon Oncle Jules* and *Le Retour*, *La Conversion du Soldat Brommit* by Maurois, Duhamel's *L'Epave*, and Hémon's *La Belle que Voilà*.

In this collection of 264 pages the student will find almost every desirable form of French short story, neatly arranged for daily assignments without benefit of Cheydleur or Vander Beke.

WILFRED A. BEARDSLEY

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Baltimore, Maryland



WIENS, GERHARD, *Bilderlesebuch für Anfänger*. New York: Henry Holt and Company, 1940. Cloth. Illustrated. Price, \$1.32.

The title of this excellent and novel beginners' reader by Professor Wiens has been well chosen, for the book is really a *Bilderlesebuch* in the fullest sense of the word. The text, which is graded and based largely on cognates, has been supplied with countless drawings that illustrate the meaning of new words whose significance is not apparent from the spelling. The abundant footnotes, all in German, follow the same plan: they explain in simple German or by cognate synonyms the word or concept in question, or, if this seems inadequate, they present drawings to illustrate the meaning of the expression involved. The plan is in accordance with the purpose of the book, which is "to teach the reading of German through the methodical use of cognates, illustrations, context, and interpretations in German."

The nineteen reading selections (pages 1-169) are of three kinds: 1) stories, some of them old and well-known (e.g., *Der Fuchs und die Trauben*, *Der Fuchs und die Krähe*, *Die kluge Krähe*, *Sechs kommen durch die ganze Welt*) which, however, have been rewritten and "modernized"; 2) "Plaudereien" by the author on subjects pertaining to Germany and the Germans; and 3) a story from student life in an average American university. In this story the reader follows John through a representative day at college: he watches him shave, eat breakfast, attend classes, meet his girl friend for a glass of coca-cola, drive his car, see a basket ball game, and finally retire. In the twenty-two pages of the story the reader thus becomes acquainted with many terms and expressions commonly used in everyday life but seldom found in textbooks.

The first six chapters (pages 1-22) are printed in Roman type and have only a few verb forms that are not in the present tense. From chapter seven onward the text gradually becomes more difficult in style and the other tenses begin to be used. At the end of the reading matter there is a short six-page *Grammatischer Anhang*, to which the principal parts of more than a hundred common strong verbs are added. The vocabulary is quite unique, giving the English equivalents for only the more troublesome words; in the other cases the page and line reference to the place where the word first occurs is given, or an antonym or a synonym is supplied; and whenever the word is illustrated by a drawing in the text or in the footnotes, this fact is indicated. The format and general appearance of the book are attractive, the print is very clear, and the proofreading has been most painstaking.

Since it is assumed in the Preface "that the course begins with the reader," and in view of the outline of grammar in the appendix, it is quite clear that the author does not suggest using a grammar in addition to the reader, but rather that the student should learn the necessary essentials through inductive reasoning and by constant practice in the spoken word. This reviewer, however, sees no reason why *Bilderlesebuch für Anfänger* should not prove very successful when used in conjunction with a short grammar. In that case the method of presentation might vary somewhat, but the results should be equally as gratifying. In any case, the author is to be heartily congratulated for this excellent contribution to our stock of textbooks for beginners in German.

ULAND E. FERLAU

University of Cincinnati,  
Cincinnati, Ohio

LEWIS, WILLIAM N. and CHAVEZ, TOMAS H. JR., *Spanish Verb Key*, a quick and reliable reference to the conjugation of every current verb, regular or irregular, in the Spanish language. Dallas: Banks Upshaw and Company, 1940. Price, \$1.25.

This small volume of 128 pages, the result of five years investigation in the field of the Spanish verb, contains over twelve thousand items, and is so arranged that it is possible to

determine quickly and easily the answer to any question about any current verb. It is a work that should be in the hands of every teacher of Spanish.

WACHS, WILLIAM, *Spanish for the Good Neighbor*, Mimeographed edition, New York: James Monroe High School.

*Spanish for the Good Neighbor* is a very practical approach to the learning of Spanish. The vocabularies are highly natural and useful, the exercises are the type that will lead the student to see and use the language as a living thing. Naturally, there is one serious objection, that of any mimeographed book. This grammar should appear in print.

*Education for Inter-American Friendship*, issued by the Council on Pan-American Activities, Evander Childs High School, New York, Hymen Alpern, Principal. Mimeographed. 39 pages.

This mimeographed volume is a symposium of departmental reports on Pan American week, 1940, April fifteenth to April nineteenth. Here is a happy case where every department in a high school contributed a vital part to a general and important project. It is the sort of thing that should happen more often in every school. It is indeed encouraging to see seventeen different departments cooperate in the "Good Neighbor" program. Dr. Hymen Alpern is to be congratulated on the success of the plan, and for his outline publication that may well be taken as a model by other schools.

GALDÓS, BENITO PÉREZ, *La batalla de los Arapiles*, edited by Juan B. Rael, New York: The Odyssey Press, 1941. Price, \$1.00.

This edition of one of the *Episodios nacionales* has been abridged and simplified to the point that it may be used satisfactorily in second year high school Spanish courses. All words which do not appear in the first two thousand of the Buchanan list have been explained in the footnotes. There are many varied and interesting exercises so that the book becomes a great deal more than a reading text; it may be used as the basis for a course in conversation, or even as a review grammar. This Galdós novel should be most welcome to the list of Spanish literature edited for class use.

WEISINGER, NINA LEE, *A Guide to Studies in Spanish American Literature*, New York: D. C. Heath and Company, 1940. Price, \$.60.

The main purpose of this guide is to present the literary production of Spanish America according to movements and genres, with references to current manuals for critical comment or for text. The study is divided into the following sections, with each section having a subdivision for each country: Colonial period (1500-1800); Revolutionary period (1800-1825); Romanticism (1832-1888); The *modernista* movement (1888-1910); Classic poetry; Dramatic production; The novel; Other distinguished prose writers; Poets of the "New generation"; A reference chronology of Spanish American history.

Each right hand page has been left blank so that the student may supply other bibliographical items in which he is especially interested. Now that almost everyone is becoming interested in Spanish American culture, this little *Guide* should fill a very large gap both for student and teacher. It will certainly become a steady companion of many North Americans.

STERLING A. STOUDEMIRE

University of North Carolina,  
Chapel Hill, N. C.

ALPERN, H., and MARTEL, J., *Leamos—A First Spanish Reader*. New York: Oxford University Press, 1941. Illustrated. Price, \$1.00.

Now when Poetry has been chased out of the market-place by the hob-nailed prose of a martial generation, she has found a haven in this little book. To be sure, she is not here the proud Empress of the dramatic and epic periods of her life, but the young, unsophisticated Princess of the days when mankind first began to sing in the simple rhythms which harmonize with man's breathing. Indeed, this book could just as properly have been entitled "*Cantemos*," for much of the reading matter, presented in octosyllabic quatrains, a meter characteristically Spanish, could easily be put to some universal folk melody, accompanied by the clapping of hands or the stamping of heels.

There is no fear that adolescents, clamoring for admittance among men and women, might feel that *Leamos* insults their tender vanity. The authors, forestalling this, write an introduction addressed to the Student in which they explain their aim and ask him to come along with them to the time when they were all children and enjoyed "*The House That Jack Built*," "*The Boy Who Cried Wolf*," etc., the stories on which the lessons in *Leamos* are based. "May this renewal of your childhood experience," they tell him, as though that phenomenon had happened a long, long time ago, "prove pleasant and profitable to you as a student of a very important foreign language."

And the Student will doubtlessly find it profitable and pleasant, for the book is calculated to achieve precisely that result. The vocabulary has only about 630 words, but nearly a third of them are cognates, and moreover, the newest principle of control and repetition has been thoroughly embodied in its development. The grammatical difficulties are kept at a minimum, and only the present tense is used, in itself an excellent idea for enticing the beginner into the study of a foreign tongue.

To put into practice still further the truth that one learns more swiftly and more thoroughly in a happy atmosphere rather than in an atmosphere of fear and anxiety, the authors have the grace of entitling the home-work section "*GAMES—based on the previous Story*." And the drawings are delightful in their humor and artistic achievement.

There is, besides, in *Leamos* something beyond the mere study of Spanish. There is an effort to point out the need of a close co-operation between our country and all the republics to the South—the first handshake of *Buenos Vecinos*.

PAUL ELDRIDGE

New York City

## Books Received

### MISCELLANEOUS

- Allen, Gay Wilson, and Clark, Harry Hayden, *Literary Criticism, Pope to Croce*, New York, etc.: American Book Company, 1941. Price, \$4.00.
- Beach, Joseph W., *American Fiction, 1920-1940*. New York: Macmillan, 1941. Price, \$1.90.
- Foster, Finley M. K., and Watt, Homer A., *Voices of Liberty*. New York: Macmillan, 1941. Price, \$1.50.
- Matthiessen, F. O., *American Renaissance. Art and Expression in the Age of Emerson and Whitman*. London, Toronto, New York: Oxford University Press, 1941. Price, \$5.00.
- Tuell, Anne Kimball, *John Sterling, a Representative Victorian*. New York: Macmillan, 1941. Price, \$3.50.
- Walpole, Hugh R., *Semantics. The Nature of Words and Their Meanings*. New York: W. W. Norton and Company, Inc., 1941. Price, \$2.50.

### FRENCH

- Dumas, Alexandre, *Les Trois Mousquetaires*. Adapted and edited with notes, exercises and vocabulary by Henriette R. Kolléwijn and Algernon Coleman. Boston: D. C. Heath and Company, 1941. Price, \$1.20.
- Eddy, Helen M., and Struble, Marguerite, *Écrivons*. Boston: D. C. Heath and Company, 1941. Price, \$1.28.
- Kany, Charles E., and Dondo, Mathurin, *Intermediate French Conversation*. Boston: D. C. Heath and Company, 1941. Price, 32 cents.
- Lacey, Alexander, *Basic Written French. A Composition Book*. New York: Henry Holt and Company, 1941. Price, \$1.40.
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